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AUTHOR Wessel, J. A.; And Others
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ABSTRACT

The final report reviews the first year of a project to adapt, for severely handicapped individuals, physical and leisure education materials developed by the I CAN Project for trainable retarded student populations; and to develop a training program in use of the materials for teacher consultants and teachers of the severely handicapped. Evaluation instruments were designed to gather data primarily for the ongoing modification and development of effective prototype instructional materials based on the learning characteristics of severely handicapped students. Materials were field tested with 12 teachers who taught a total of 61 severely handicapped students from 4 to 25 years of age. Prototype teacher training materials were developed which included a 16mm film and 75 visuals (overheads) coded to the six Leadership Training modules. Major results of the study's first year included identifying student characteristics which have strong implications for all instruction, producing a prototype program in physical and leisure education tailored to the severely handicapped student, and validating the program through field testing. Other results included proving the effectiveness of the prototype teacher training materials and systematic dissemination of project efforts. Central to the formative evaluation process was a system for collecting feedback and translating it into recommendations for modifying the instructional materials and the inservice training program. Part I of the report contains the project description while Part II consists of the formative evaluation adaptation report. Extensive appendixes to both parts include such items as the I CAN materials feedback form, forms for recording student data concerning performance objectives, the script of the film, and topical titles of the overheads developed for the project. (DB)

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FINAL REPORT

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PROJECT I CAN: INSTRUCTIONAL MATERIAL ADAPTATION
AND MEDIATED TRAINING PROGRAM

Grant Period:
September 1, 1977 through August 31, 1978

Field Service Unit
in Physical Education and Recreation for the Handicapped
134 IM Sports - Circle
Michigan State University
East Lansing, Michigan 48824

EC132498

PROJECT STAFF

J.A. Wessel, Project Director

Staff	Support Staff		Evaluation Staff
Gina Green	Carol Brody	Tom Sampson	Gali Edon
Judy Carta	Catie Ognjan	Dale Ulrich	Eric Gordon
	Janet Olsen	Suellen Weller	Sandy Meacham
	Mark Runac		Sherry Swank

ADVISORY COMMITTEE

Dr. Jean Elder
Assistant Professor
Special Education
Northern Michigan University
Marquette, Michigan

Dr. Ronald Wolthuis
Associate Professor
Elementary and Special Education
Coordinator of Training, International Rehabilitation - Special Education Center
Michigan State University
East Lansing, Michigan

Dr. Julian Stein, Consultant
Programs for the Handicapped
American Alliance of Health, Physical Education and Recreation
Washington, D.C.

Dr. Robert York
Associate Director
Center for Special Education
University of Vermont
Burlington, Vermont

FORMATIVE EVALUATION FIELD TEST SITES

Because we wanted to highlight their contributions, we extend utmost thanks to the administrators, teachers and children at the pilot demonstration centers who unselfishly gave of themselves to help us understand how to provide quality physical education to severely handicapped students The demonstration sites and personnel who made this project possible are:

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Branch Intermediate School District
Coldwater, Michigan

Eloise Bryan, Coordinator

Teachers: Pete Goodreau and Tom Sowles

Lincoln Development Center
Grand Rapids Public Schools
Grand Rapids, Michigan

Patsy Fox, Director, SMI Program

Teachers: Diane Heemstra and Karen Knowlton

Wayne County Developmental Learning Program
Wayne Intermediate School District
Southgate, Michigan

Angus McMillan, Director

Teachers: Lynn Bennett, Rita Footman, Linda Harrington, Debra Jackson, Mary Newberg, Denise Palmer, Joy Rem

Manhattan School
Grand Rapids Public Schools
Grand Rapids, Michigan

George Pommer, Director

Teacher: Ian Kleiman

PROJECT OFFICER

Dr. Paul Andereck
United States Office of Education
Bureau of Education for the Handicapped
Washington, D.C. 20202

ABSTRACT

Project I CAN: Instructional Materials Adaptation and Mediated Training Program

September 1, 1977 through August 31, 1978

There are few, if any, available physical and leisure education curriculum materials developed to fit the needs of the severely handicapped. The adaptation of the existing I CAN instructional materials for special student populations, therefore, has great benefit. Successful adaptation would identify the most cost-effective and efficient means to meet the instructional needs of handicapped students and would obviate the need to develop entirely new materials for handicapped students.

The three project objectives were to: (1) adapt and develop prototype I CAN instructional materials based on learning characteristics of severely handicapped students (severely emotionally disturbed/autistic and severely/profoundly mentally retarded); (2) develop instructional media materials adaptations for training teacher consultants who service teachers of the severely handicapped, and (3) disseminate information regarding the results of the project using the I CAN Leadership Training Manual and instructional model. The design and implementation of the formative evaluation was directed toward: (1) the identification and development of needed adaptations in the I CAN implementation system and instructional resource materials, and (2) the content specifications and development of media materials adaptations for the six Leadership Training modules. The primary audience for the evaluation was the Project I CAN development staff.

The major evaluation thrust for Objective 1 was the gathering of information and the ongoing modification and development of effective prototypes. The evaluation instruments were designed to gather data primarily for revision purposes. The major sources of such information were the field trials, teacher feedback, project staff, consultant review, and staff judgments. In the field trials, 12 teachers from schools in Michigan participated in the project. Eight teachers taught 38 severely emotionally disturbed/autistic children, age 6 to 14 years; the four remaining teachers taught 23 severely/profoundly mentally retarded students, age 4 to 25 years. Seven of the teachers taught special education in the classroom; five were physical education teachers. The prototype products resulting from these activities for the Year II study included: (1) Implementation Guide for Teachers of Severely Handicapped Students, and (2) four sample instructional performance objectives.

A systematic decision-making review process was designed to accomplish Objective 2: (1) content specification; (2) the design of the media adaptation, and (3) production of a prototype media training package. The prototype products developed included a 16 mm film and 75 visuals (overheads) coded to the six Leadership Training modules. Together, all the products provide a set of prototype materials for the Year II study.

The dissemination activities of Objective 3 focused primarily on the spread and exchange of information via correspondence and presentations at key professional conferences. A complete dissemination plan was developed for the Year II study.

DEC 1 2 1980

PROJECT I CAN

INSTRUCTIONAL MATERIALS ADAPTATION AND MEDIATED TRAINING PROGRAM

FINAL REPORT
(Part 1 of a two-part report)
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PART 1: THE PROJECT

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Figure 1. Four-Phase Evaluation-Based Adaptation Model: Instructional Materials Adaptation and Development from Initial Planning Stages to Final Products

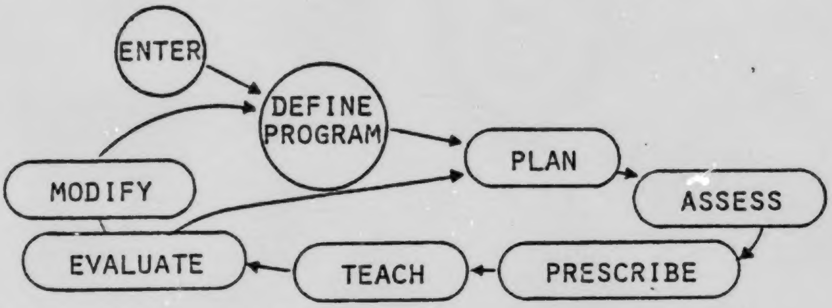
Figure 2. Evidence of Achievement by Principle Objective for Year I

THE CONTEXT OF THIS REPORT

Recent legislative mandates require that every student with special learning needs be provided with a physical education program that is appropriate to his or her individual needs. Physical education instruction as defined in P.L. 94-142 includes special physical education, adapted physical education, movement education, and motor development, and it means the development of physical and motor fitness, fundamental motor skills and patterns, and skills in acquatics, dance and individual and group games and sports (including intramural and lifetime sports).

For some student populations, however, there are no readily available physical and leisure education instructional materials developed to fit their particular learning characteristics. The adaptation of the existing I CAN instructional materials for special student populations, therefore, has great benefit. Successful adaptation would identify the most cost-effective and efficient means to meet the instructional needs of handicapped students and would obviate the need to develop entirely new materials for handicapped students.

The I CAN[1] objective-based instructional system and materials provide both the process and the content for adaptation. The process for adaptation is the implementation system--the teacher behavior model required to implement the I CAN program as intended by the developers: defining the program, assessing the student, planning and prescribing the instruction, teaching, and evaluating the student outcomes and program.



IMPLEMENTING I CAN:

TEACHER BEHAVIOR MODEL

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[1] The development of Project I CAN Primary Skills (1971-74) was performed pursuant to a grant from the United States Office of Education-Bureau of Education for the Handicapped (USOE-BEH). Title: Programmatic Research Project in Physical Education for the Mentally Retarded Child in the Elementary School, OEG 0-71-3905(608). The completion of the materials was done under contract number 300-75-0122, Innovation Associated Learnings Program of Mini-Curriculum Action Learning Teaching Strategies (1975-77). Janet A. Wessel, Project Director, Michigan State University.

I CAN consists of instructional resource materials built around a set of performance objectives for continuous programming from primary through secondary (sport, leisure, and recreation) skills. Each performance objective contains a sequence of skill levels carefully selected to balance the integrity of skill content with the needs of students with handicaps to learning. For each objective there are corresponding diagnostic-assessment instruments, prescriptive instructional activities, games, and record-keeping instruments.

This document is the Final Report of Project I CAN: Instructional Materials Adaptation and Mediated Training Program. The project was funded by the United States Office of Education, Bureau of Education for the Handicapped, Division of Media Services, for the period of September 1, 1977 through August 31, 1978. The project was charged with: (1) adapting the I CAN instructional system and materials for teaching severely handicapped students; (2) developing instructional media material adaptations for training teacher consultants who service teachers of the severely handicapped, and (3) disseminating the results of the project activities. The document is organized into two parts--Part 1: The Project, and Part 2: The Formative Evaluation Adaptation Report. Each part of this document is designed to be a complete report within itself; therefore, each is numbered consecutively within itself.

Part 1 of the document will introduce the reader to the project, the problem and need for physical and leisure education program materials for the severely handicapped student, the background of I CAN, a brief description of the I CAN program materials, the project objectives and key performance tasks used to achieve these objectives, the management of the project objectives, the dissemination activities, and, finally, the Year I. study. Part 2, the Formative Evaluation Adaptation Report, includes a description of the evaluation plan and type of empirical data gathered during Year I, results of the formative evaluation, and an outline of plans and objectives for the second year field test of the Year I prototype adaptations.

The prototype materials produced as a result of this 12-month study included:

1. The I CAN Implementation Guide for Teachers of the Severely Handicapped
2. Four performance objectives for assessing and teaching the severely handicapped
3. Audiovisuals coded to the I CAN Leadership Training Program materials:
   - ·16 mm film
   - ·overhead transparencies

PHYSICAL AND LEISURE EDUCATION PROGRAMMING FOR THE SEVERELY HANDICAPPED

Public Law 94-142 mandates that every student with special learning needs be provided with instruction tailored to meet his or her individual needs and capabilities. Physical education and related recreational services are to be part of the comprehensive instructional program for each child. Within the law, priorities for meeting the needs of special students have been established which specify that the most severely impaired students and those currently receiving the least service will be the focus of concerted efforts to deliver appropriate educational services. Severely handicapped (SH) students (severely emotionally disturbed [SED]/ autistic and severely/profoundly mentally retarded [S/PMR]) fall within these priority categories. Many children diagnosed as severely handicapped have been placed in institutions with no sound educational programs. However, with the impact of P.L. 94-142 now generating changes throughout the entire educational structure, large numbers of those children are entering the public schools, and institutions are attempting to develop instructional programs for their clients. In either case, the majority of SH students are entering educational programs without having had systematic instruction in many crucial skill areas; they have particularly lacked instruction in physical and leisure education.

A review of literature reveals that practically nothing has been done in the area of teaching motor skills to SH children. In fact, until very recently, little research has been conducted relating to any kind of instruction for such youngsters. Instead they have been declared "uneducable" and removed from the school setting. Intervention has focused on ameliorating their behavioral problems and simple maintenance rather than on developing specific functional skills. Some educators, however, have recently awakened to the feasibility of teaching specific skills to SH students. To achieve this end, the diagnostic-prescriptive instructional approach has emerged as the most likely means for achieving educational success with SH students (Flaharty, 1976; Frankel, 1976; Wehman, 1979). This approach involves an initial assessment of a student's performance on clearly specified objectives. Instruction then is based upon the student's needs or deficiencies as identified through assessment, and it can be sequenced into as many substeps as necessary through a task analysis of the objective. Specific instructional strategies, materials, and reinforcers are determined by a student's learning characteristics. Student performance during and after instruction is analyzed to make the most appropriate judgments relative to the instructional process (Hackett, 1971; Peter, 1972; Vodola, 1973; Wessel, 1976).

Perhaps one of the most serious shortcomings in the field of education is the lack of a concentrated, cooperative effort on the part of special and physical educators to develop instructional program materials. Some efforts in recent years have been directed toward the mentally retarded; however, there is still a serious deficiency in this area for the SH. Classroom teachers, most of whom lack any training in teaching motor skills, express concern and frustration that they are unable to contribute to their students' physical development, even though they recognize the importance of the psychomotor area. Many SH students are coming to the public school from residential centers and institutions where their education has been retarded.

A primary problem in initiating physical and leisure education programs for SH students is the absence of controlled observations of behavioral characteristics as they relate to skill development. Few descriptions of characteristic learning patterns of SH children exist. This is particularly true for children categorized as autistic and emotionally disturbed. Physical and leisure education, if it is directed toward the development of sequential components of motor behavior in a carefully controlled setting, can contribute a great deal to improving the motor patterns of SH students, as well as enhancing their perceptions of their bodies, capabilities, posture, strength, and general health. In addition, many SH students are characterized by a serious incapacity to relate to other people. Physical activity may provide a potent but as yet untapped channel for developing awareness of others and encouraging interaction with peers among SH children.

The absence of research related to the education of SH students indicates a need for investigations into all of the most significant variables involved in programming and the teaching-learning situation to improve their learning. Examination of those variables as they relate to motor skill instruction will not only provide information with implications for other learning areas, but it will also improve the efficiency with which further physical and leisure education services are delivered.

THE I CAN PROGRAM: APPLICABILITY TO SPECIAL POPULATIONS

Physical and leisure education programs for the handicapped are in relatively short supply; in fact, programs are virtually nonexistent for the SH subpopulations. P.L. 94-142 has now made the need for individualized physical education for these students an immediate concern, such that educators must find a means of providing physical education and related recreational services for these students. The most feasible solution to this problem seems not to be the creation and validation of an entirely new physical and leisure education program but rather the adaptation of existing instructional materials for assessment and programming which can be tailored to meet a new population's needs with a minimum of modification. I CAN is an individually prescribed physical education program which was designed from the outset to be a flexible, generic instructional system; therefore, it lends itself readily to adaptation for a population other than trainable mentally retarded (TMR) students, for whom it was originally developed.

The I CAN program was developed by the Field Service Unit (FSU) in Physical Education and Recreation for the Handicapped at Michigan State University for diagnostic-prescriptive motor skill instruction for special students. The I CAN instructional program is a resource bank of performance objectives, criterion-referenced assessment instruments, sequenced and prescriptive instructional activities, and games in three major areas of physical education: primary, secondary, and associated skills. Together these components comprise a system for comprehensive individualized programming in physical and leisure education for special students. Although the I CAN program was developed for and validated with TMR students, practitioners concerned with other handicapped populations have recognized the applicability of I CAN's systematic approach to all types of learners, including the normal, visually impaired, hearing impaired, physically impaired, learning disabled, educable mentally impaired, emotionally disturbed, autistic, and severely/profoundly handicapped.[1] Pilot studies were initiated to modify I CAN for use with some of these students, particularly severely handicapped students. During that period, experienced teachers reviewed the materials and expressed the belief that the I CAN instructional system and materials can very easily be modified into an excellent physical and leisure education system for the SH. Some of the most successful programs for the SH subscribe to a very structured, behavioral approach to instruction, whether it be directed toward eliminating undesirable behaviors or establishing new ones. Many teachers of SH students are accustomed to using task analysis to break skills down into their smallest components in order to find a point at which even the most severely impaired student can enter the instructional sequence. However, most classroom teachers do not have the knowledge required to apply task analysis to fundamental motor skills, and, therefore, they have no idea where to begin to evaluate their students' motor abilities and where to focus instruction on identified student needs.

I CAN is a systematic, behavioral approach to teaching physical education. Basic motor skills are described by well-defined performance objectives which clearly specify student behaviors with the prerequisites, conditions, and standards of performance. This provides the teacher with discrete items for diagnosing motor performance and for designing prescriptive instruction. Instructional activities and games are designed to accommodate learners at all levels in the skill sequence, and teaching strategies are suggested which are appropriate to a variety of learning styles. I CAN has been field tested with both classroom teachers and physical education specialists, who proved equally effective in eliciting positive performance gains from their students. The fact that it has been established that classroom teachers can effectively teach physical education using I CAN was of primary importance in implementing the program with SH students, since classroom teachers are responsible for whatever physical education these students receive in the majority of existing programs. The teaching skills required for diagnostic-prescriptive instruction should apply across student and teacher types and across learning areas. With only slight modification, the I CAN inservice training model can be strengthened for specific training of teachers of SH students.

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[1] I CAN was recently validated and classified as a demonstration project (Title IV-C, Michigan Department of Education, Experimental and Demonstration Centers Program) in physical education for special population groups.

DESCRIPTION OF I CAN PROGRAM MATERIALS

INSTRUCTIONAL MATERIALS

The use of I CAN is not dependent upon a particular physical setting or highly sophisticated equipment. I CAN materials are designed to be used as resource materials for developing a total physical education program or supplementing an existing program. The flexibility of the materials design allows the materials and system to be tailored or personalized to the school, teacher, students, and community. As a system of instruction, I CAN may be easily adapted to the specific needs of each child with handicaps to learning, including children in the mainstream.

The I CAN instructional materials[1] are divided into three major programs, each of which is described briefly below:

PRIMARY SKILLS encompasses physical education and associated action word skills in four skill areas: Fundamental Skills, Body Management, Health/Fitness, and Aquatics. The ACTION WORDS highlighted in the teaching materials are the verbal cues which are emphasized in teaching to help the student associate cognitive concepts with concrete actions.

SECONDARY SKILLS contain the sport, leisure, and recreation skills which include performance objectives, assessment tools, and instructional materials in four skill areas: Team Sports, Backyard/Neighborhood Activities, Outdoor Activities, and Dance and Individual Sports. These materials emphasize practical, everyday physical activity and social-leisure interactions and focus on the development of skills that students can use after their formal school experience ends.

ASSOCIATED SKILLS are game activities involving Primary Skills which classroom teachers can use to reinforce motor skill learning and teach cognitive concepts. These materials are correlated to the Action Words used in teaching Primary Skills. Skill areas include: Body Parts; Body Actions; Self-Concepts; Sizes, Shapes and Time, and Directions in Space.

TEACHER TRAINING MATERIALS

The I CAN inservice training system includes a Leadership Training Manual, 16 mm films and overheads portraying key aspects of the materials and implementation process, workshop and follow-up schedules, and assorted evaluation forms for assessing knowledge and application of knowledge in planning, implementing, and evaluating the I CAN system. The Leadership Training Manual is appropriate for training teachers, teacher consultants, and/or trainers of teacher consultants. All the major processes involved in implementing I CAN are explained with reference to when and how to use films, overheads, worksheets, examples, etc. Time allotment to workshop activities and follow-up visits is also specified to achieve an efficient and replicable training system.

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[1] Hubbard Scientific Company, P.O. Box 104, Northbrook, Illinois, 60062, is the publisher of the I CAN programs and other print and nonprint instructional materials.

PROJECT OBJECTIVES

THREE MAJOR PROJECT OBJECTIVES

This report presents a one-year formative evaluation adaptation project to meet the need for systematic motor skill instruction in physical and leisure education for SH students. The three project objectives and key performance tasks that served to focus the study were:

OBJECTIVE 1. To adapt and develop the I CAN instructional system and instructional materials based on identified needs of SH students.

- 1.1 To implement general recommendations for I CAN materials adaptations from a pilot test (Wisconsin, 1977) and review of literature.
- 1.2 To implement the I CAN system and instructional resource materials at two centers for SED/autistic and two centers for S/PMR.
- 1.3 To collect and analyze field data to determine the feasibility of the system and resource materials for teachers of SH students.
- 1.4 To collect student performance data to assist in formative evaluation decisions and to initiate a data pool for developing general expectancies for the SH.

OBJECTIVE 2. To develop a mediated training program for teacher consultants who service teachers of SH students using the existing I CAN Leadership Training Manual and inservice model.

- 2.1 To develop specifications for content and design of media materials adaptation.
- 2.2 To develop media content for the Leadership Training Manual and inservice training program packages.
- 2.3 To develop prototype media materials adaptation based on approved content and design format for Year II field test.

OBJECTIVE 3. To disseminate information regarding the results of this project.

- 3.1 To establish a dissemination management plan:
  - 3.11 Conferences/conventions/presentations
  - 3.12 Articles for publication
  - 3.13 Newsletters/miscellaneous information services
  - 3.14 General audience materials development
  - 3.15 Written proposal for Year II study.
- 3.2 To disseminate the results of this study to professionals via identified communication channels: individuals concerned with physical education in-

structional materials, the training of teacher consultants, and inservicing of teachers of SH students.

3.3 To maintain a liaison with BEH personnel and allied funded projects and interested persons (Year I and Year II field test) to facilitate the dissemination of the adapted I CAN physical education instructional materials and mediated teacher consultant training program throughout the United States.

OTHER KEY PERFORMANCE TASKS

In addition, another major project performance task involved in the development and implementation of a management plan by objective would be responsive to the accountability requirements of the adaptation and media materials objectives, as well as the Field Service Unit operational strategies, such as:

1. To set up a management plan by objective to produce effective prototypes as a result of the Year I study.
2. To monitor the operational activities of this project to assure that the objectives, tasks, evidence of achievement, and requirements of this contract are being met on schedule and according to specification.
3. To maintain a field-test network of teachers, teacher consultants and schools appropriate for the formative and summative evaluation of adaptations in the I CAN system and instructional materials and for implementing the second-year study to determine the effectiveness of the prototype products in terms of teacher and student outcomes.

FUNCTION OF EVALUATION IN INSTRUCTIONAL ADAPTATION AND DEVELOPMENT

Adaptation and development of instructional prototypes for the SH involves the act of systematically following a set of specifications (matching learning characteristics of the SH to the substance, form, and order of content) to produce the product and educational process for implementation. An overview of the stages of instructional development/ adaptations from initial planning stages to the final product is presented in Figure 1.

Phase I ASSESSMENT	Phase II ADAPTATION	Phase III PRODUCTION	Phase IV DISSEMINATION
FEASIBILITY EVALUATION	FORMATIVE EVALUATION	IMPACT EVALUATION	DIFFUSION EVALUATION
INPUT:	INPUT:	INPUT:	INPUT:
-Identify need -Describe unique learner characteristics -Describe unique situational variables -Identify existing instructional programs of potential use -Describe match between needs and available products	-Program adaptation -Prototpye trial -Program refinement	-Instructional program field test -Instructional program impact -Instructional program production	-Availability awareness -Adoption mechanism -Adoption longevity
OUTPUT:	OUTPUT:	OUTPUT:	OUTPUT:
-Adopt -Adapt -Reject and develop	-Effective prototype program	-Effective transportable program	-Description of the diffusion impact of the program

Figure 1. Four-Phase Evaluation-Based Adaptation Model: Instructional Materials Adaptation and Development from Initial Planning Stages to Final Products

Clarity and completeness of instructional specification, however, do not guarantee a quality product. Of equal importance are the difficult decisions concerning unique conditions, stimuli, format, strategies, etc., which require the abilities of talented developers. Since the prototype is necessarily removed from its underlying knowledge base, field trials must be built into the development process as a necessary step for quality control.

The primary concern in the evaluation of the prototype is to determine, in a systematic fashion, the weaknesses or deficiencies of the instructional product. The process of formative evaluation is the suggested methodology (Cronbach, 1963; Scriven, 1967; Stake, 1967; Alkin, 1970; Sorenson, 1971). Since this process is formative, implying modification, evaluators must be concerned not only with what is deficient, but also why (Hastings, 1966). Concerns of appropriateness and effectiveness are the major areas of investigation. Small sample, cyclical studies which examine the various elements of the program conducted within the context of intended use should proceed broader field tests (Hamreus, 1969).

The standards for judging a program's effectiveness have been a point of disagreement in the field of evaluation. Cronbach (1963) favors comprehensive description and Scriven (1967) demands comparison. In the case of the formative evaluation of prototype materials, Hamreus (1969) clarifies the issue:

> When a new system has been sufficiently developed and defined and in use over a period of time such that its

> accomplishments can be predicted, then comparative analyses with another established system are appropriate. When the system is still new and essentially untried, the only basis for judgment lies in how well it attains the objectives for which it was created. (p. 22)

Evaluation of an instructional prototype moves from informal, judgmental procedures toward more formal, evaluative research methodologies during the field test. Its relation to theory is primarily one of hypothesis generating and can only provide support for theory building in unusual situations where tightly controlled designs are possible. To provide for systematic inquiry into the deficiencies and alternatives for the adaptations and revision of I CAN for the SH, a formative evaluation plan was developed and implemented. The purpose of evaluation was to facilitate the adaptation of the I CAN instructional system and materials. Its primary function was to yield information, in the form of recommended adaptations and revisions, to the developers of I CAN for the Year II field test (1978-79).

The primary focus of the Year I formative evaluation activity was to identify deficiencies in the form, substance, and methodology related to the use of I CAN. Such data was used to reveal potential weaknesses and problems related to:

- Assumptions about learning characteristics
- Incorrect or inappropriate content
- Ineffective, irrelevant, or missing instructional activities and games
- Ineffective, irrelevant, or missing assessment items and activities
- Procedures required for implementation of the adapted program.

Equally important was the identification of plausible alternatives to suggested deficiencies. In both areas, the field test teachers were the key performers. A major factor in the acceptance or rejection of alternative suggestions was the strength of the rationale offered in support of the suggested change. The elements of the I CAN evaluation plan are presented in Part 2 of this report for Objectives 1 and 2.

MANAGEMENT OF PROJECT ACTIVITIES

PROJECT CENTER CONTROL SYSTEM

Every organization by its nature should have objectives. It is essential to organizations in education that the identified objectives be firmly established, clearly defined, attainable, and communicated to individuals associated with the organization (Cook, 1971). Objectives provide a framework through which necessary management actions can take place.

Project I CAN operated under a management system which included the following:

1. Identification of objectives. The objectives were identified based on the overall goals of the project.
2. Develop a plan of action. Tasks by which each objective could be attained were established.
3. Establish a schedule. A timetable for completing each task was developed.
4. Measurement of progress. The tasks and schedule were continually checked to document the progress of the project.

All project activities were identified by objective for each quarter and then managed in Program Evaluation Review Technique (P.E.R.T.) fashion by monitoring the congruence between the target dates established for each task and the actual date upon which each task is complete. An overview of project tasks achieved by objective for each quarter is presented in Figure 2 (see page 12).

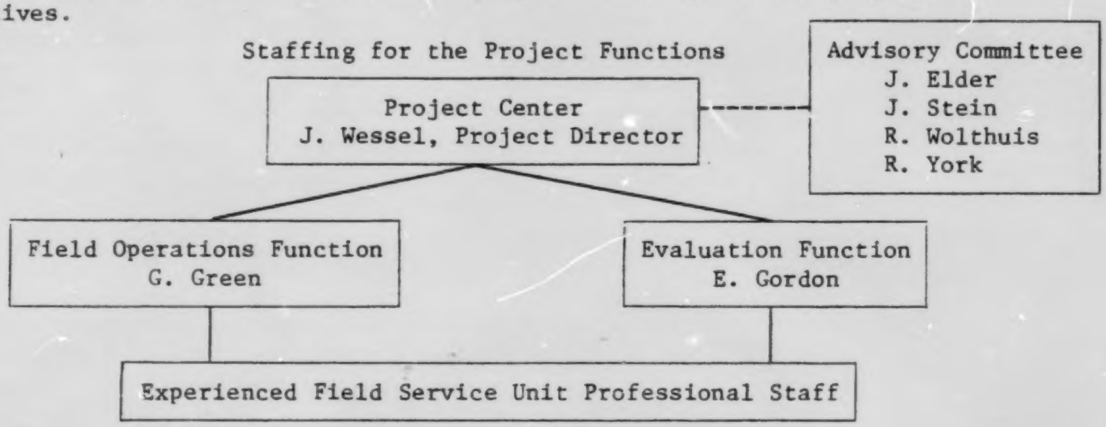
Management Plan by Objectives. The three principal project objectives for Year I were:

1. To adapt and develop the I CAN instructional system and instructional materials based on identified needs of severely handicapped students.
2. To develop a mediated training program for teacher consultants who service teachers of SH students using the existing I CAN Leadership Training Manual and inservice model.
3. To disseminate information regarding the results of this project.

The management plan and formative evaluation forms developed are presented by objective in Appendices A, B, and C, respectively.

Relationships between Personnel and Task Assignments. The schema below shows the proposed staffing pattern and indicates the key people responsible for the various functions. Based on previous experience with curriculum development and evaluation, as well as with inservice training for teachers and leadership training for teacher consultants, the following organizational schema for teacher consultants was employed to accomplish the project objectives.

Staffing for the Project Functions



OBJECTIVE	QUARTER	EVIDENCE OF ACHIEVEMENT
1. To develop and adapt the I CAN instructional system and materials for the severely handicapped.	1	Developed a management and formative evaluation plan; commitments received from field-test sites; implementation schedule established for field-test sites; instruments developed for collecting field-test data; teachers trained; initial field data collected and filed.
	2	Implemented schedule for field-test sites; consultants monitored teacher performance; field-test data collected and stored.
	3	Implementing and monitoring at sites by consultants; final data collections.
	4	Analyzed all data and generated recommendations for adaptations; prepared prototype adapted instructional materials and teacher implementation guide for Year II field test.
2. To develop instructional media materials adaptations for training teacher consultants.	1	Developed a management plan and formative evaluation plan; initiated procedures for subcontracting mediated adaptations of leader's guide print components; media needs identified for adapting Leadership Manual and in-service model; listed recommendations for content of media adaptations; experts reviewed media needs, content recommendations.
	2	Finalized university, USOE, and subcontractor agreement and schedule for media adpatations preparation; finalized content and format for media adaptations; devised writing/review process for all content; developed and implemented schedule for review of all content; drafted content narrative for media adaptations.
	3	Narratives for mediated adaptations finalized; revised print materials based on staff recommendations; compiled media adaptations for severely handicapped to be included in the training program.
	4	Subcontractor completed mediated adaptations, accepted by project staff; prepared prototype of media adaptations for field test for Year II.
3. To disseminate project results.	1	Identified channels for dissemination: conferences, conventions, publications, newsletters, etc; developed dissemination management plan (procedural plans); submitted proposals for presenting at Michigan CEC, CEC-IEP, and MAHPER.
	2	Reported project activities in I CAN newsletter; presented project at Michigan CEC, Michigan AAHPER, CEC-IEP conferences; participated in NMMCSH conference; documented dissemination activities.
	3	Reported activities in I CAN newsletter; participated and distributed project information at: Institute on Autism, Detroit; Mich. Assn. for Teachers of Emotionally Disturbed Children (MATEDC) Spring Conference; dissemination activities documented.
	4	Submitted proposals for presentation of project results at 1979 CEC, AAESPH, MATEDC conferences; identified and outlined materials to be developed for Year II dissemination activities; outlined a plan for dissemination Year II to be used as part of total plan; contracted Hubbard and USOE copyright for I CAN Adapted Materials for widescale production and dissemination based on Year II results and revision.

Figure 2. Evidence of Achievement by Principal Objective for Year I

The availability of an experienced core staff meant that the offerers of this project could be functionally operational from the date of award with no delay occurring for personnel acquisition and training. The advisory committee members were available to assist in assuring quality control during the developmental phase of the adaptation as well as for reviewing the prototype materials and results of Year I activities.

Relationship to Other Agencies. The use of consultants representing specialities in design, instrumentation, analysis, and special content areas assisted in the achievement of a quality study. It was unwise for content area specialists to act as though they were familiar with the latest and best research tools. Specialists in the above areas were invaluable in reviewing proposed approaches to answering questions posed. In a large study, one cannot afford to use tools or techniques which are outdated or inappropriate.

Michigan State University has a wealth of talented persons available to assist in assuring that the most appropriate research methods and/or tools were utilized in the investigation. In the area of research design, Dr. Andrew Porter, director of the Office of Research Consultation, was available. Dr. Robert Ebel, professor (measurement), and Dr. William Schmidt, associate professor (multivariate analysis), are distinguished in in their respective fields and applied current knowledge of their specialty areas to project problems. Drs. Lawrence Alexander and Stephen Yelon, director and assistant director of Learning and Evaluation Services, were available to contribute expertise in instructional design.

Cooperation. One of the advantages of working in a major university is the opportunity for independent investigators to draw on the expertise of colleagues who are specialists in research-related fields. Staff members of the Departments of Health, Physical Education and Recreation and Special Education, College of Education, provided invaluable assistance on all phases of grant activity. The Field Service Unit also cooperated closely with MSU's Institute for Research on Teaching and the Departments of Educational Psychology and Learning and Evaluation Services.

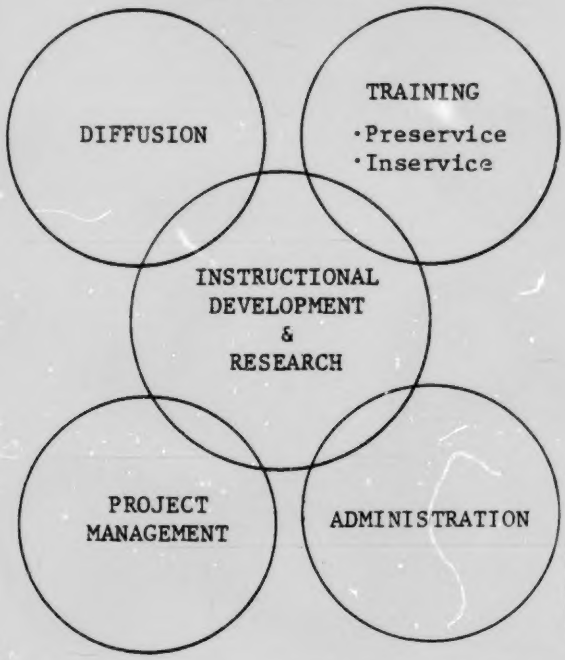
Physical Resources. Many physical resources, as well as human resources, were necessary for the successful completion of this research project. In addition to the human resources previously alluded to, Michigan State University offers the following physical resources:

1. A large modern university library which provides ready access to the current literature.
2. Computers and the basic support machines for preparing and analyzing data.
3. Evaluation services which provide staff and facilities for the development and evaluation of psychometric instruments.

FIELD SERVICE UNIT

The Field Service Unit is organized: (1) to provide university service function to field personnel in the area of physical and leisure education for special population groups across their entire professional careers, and (2) to return information to the university teaching, research, and service programs necessary to make them responsive to needs in the field. The scope of the FSU is depicted below.

FIELD SERVICE UNIT SCOPE



The FSU has developed extensive relationships with other educational agencies:

1. The FSU was the developer/grantee of the Programmatic Research Project in Physical Education for the Mentally Retarded, preschool through secondary school programs. This was a USOE-BEH funded demonstration project (OEG-0-71-3905[608]). The completion of the materials was done under contract number 300-75-0122 (Innovation Associated Learnings Program of Mini-Curriculum Action Learning Teaching Strategies [1975-77]).

   The goals/objectives included the development of an exemplary curriculum program for TMR students in Primary and Secondary (sport, leisure, and recreation) Skills which provided the structured design for the adaptation to meet the needs of the individual schools, teachers, and all learners.

2. The network used for field testing the exemplary program developed by the Programmatic Research Project produced a cadre of teachers, administrators, curriculum developers, consultants, and program evaluation researchers who were willing to cooperate in field testing, training, and evaluation activities. These

same individuals continue to participate in substantive conferences, workshops, and demonstration programs, as well as responding to information from the project center.

3. The network used for communication with other agencies (NMMCSH, NIMIS, IRUC, IRSEN) and with other curriculum development projects provided avenues for dissemination and feedback for effective outreach at the building level.
4. The Michigan Department of Education, Special Education Service Area, has participated in the planning and developing of the exemplary program produced by the Programmatic Research Project since its inception. The model for implementing and field testing the program was developed jointly with Special Education personnel and the Field Service Unit.

Geographic Location. Project headquarters for this investigation was located on the campus of Michigan State University, East Lansing, Michigan:

Field Service Unit in Physical Education
and Recreation for the Handicapped
134 IM Sports - Circle
Michigan State University
East Lansing, Michigan 48824

The study was conducted within the state of Michigan, including both the upper and lower peninsulas.

ADVISORY COMMITTEE AND PROJECT ACTIVITIES

The insight and comprehensive perspective of a carefully selected advisory committee is invaluable to achievement of anticipated project goals. In view of this, the following persons, all with excellent reputations in the area of educational innovation, agreed to serve the project in an advisory capacity:

Dr. Jean Elder, Asst. Professor
Special Education
Northern Michigan University
Marquette, Michigan

Dr. Ronald M. Wolthuis, Assoc. Professor
Elementary and Special Education
Coordinator of Training, International Rehabilitation - Special Education Center
Michigan State University
East Lansing, Michigan

Dr. Julian Stein, Consultant
Programs for the Handicapped
American Alliance of Health, Physical Education and Recreation
Washington, D.C.

Dr. Robert York, Assoc. Director
Center for Special Education
University of Vermont
Burlington, Vermont

Advisory Meetings. Two one-day meetings were planned during the 12-month period of the project. Before each meeting, each member received an agenda and a notebook outlining the activities and roles for the advisory committee members. The content of the notebook included: (1) Abstract, Objectives of Project; (2) Management Plan by Objective; (3) Evaluation Plans by Objective, and (4) Outline of Training Materials Adaptations. The agenda for the first advisory committee meeting was as follows:

Advisory Committee Meeting

Agenda

Place: Room 105 IM Sports - Circle

Time: January 26, 1978
8:30 a.m. to 12 noon and 1:30 to 3:30 p.m.

Staff: Janet Wessel, Judy Carta, Gina Green

8:30-9:30	Review objectives of project and corresponding management plan	Wessel, Carta, Green
9:30-10:30	Review adaptation/demonstration component ·demonstration sites ·procedures for analyzing data for materials adaptation	Green
10:30-10:45	Break	
10:45-12:00	Review content of mediated training modules	Carta
12:00-1:00	Lunch	
1:00-2:30	Continue review of mediated training modules	Carta
2:30-3:00	Review dissemination plan and Year II projections	Wessel

Due to severe snowstorms and the absence of an advisory member, many of the agenda items were discussed via phone. The next meeting was planned for June or July. However, conflicting schedules required the advisory committee members to review the project activities and the materials independently during these months. Formalized review procedures were established. Each Advisory Committee member was asked to review the following:

- Adaptations for the Implementation Guide for Teachers of the Severely Handicapped
    1. These are written for each component of the teacher behavior model represented by the chapters and steps in the Implementation Guide for planning, assessing, prescribing, teaching, and evaluating.
    2. The format of the adaptations includes statements with directions for teachers for each step identified for implementation of the component.
    3. It is not our intent to develop specific materials for each type of handicapping condition. It is our intent to present adaptations (guidelines) for teachers to implement the I CAN system and program materials to meet students' needs.
    4. The product was the I CAN Implementation Guide for Teachers of the Severely Handicapped with four performance objectives.

DISSEMINATION ACTIVITIES

For the past several years, the Office of Education and the National Institute of Education have been working to improve educational dissemination. A Dissemination Policy Council was established and charged with clarifying or establishing dissemination policy. A special study group, the Dissemination Analysis Group, has developed the following definition to cover the full range of dissemination activities. Each of the four levels are rationally related since each level assumes that the previous ones are being undertaken.

Level 1: Spread--The one-way casting out of information, products, ideas, and materials, "as though sowing seeds."

Level 2: Exchange--The two-way or multi-way flow of information, products, ideas and materials, as to needs, problems, and potential solutions.

Level 3: Choice--Facilitating rational consideration and selection among those outcomes of research, development, effective educational practice, and other knowledge that can be used for the improvement of education.

Level 4: Implementation--Facilitating adoption, adaptation, installation, and the sustaining of improvements.

The first two levels apply to dissemination as communication; the third and fourth levels refer to those dissemination activities designed to facilitate use.

The dissemination activities of the project for Year I focused primarily on Level 1, although there were some activities involving Level 2. These communication activities for creating awareness and stimulating interest in potential users were directed toward administrators, resource specialists, curriculum coordinators, and other interested professional personnel. The facilitating activities for Year I primarily involved the personnel for the field-test networks in the development of effective prototype instructional materials for teaching and for inservice training of teachers of the SH.

The major Level 1 dissemination activities during the 12-month period of the project included the following:

DATE	CONFERENCE/CONVENTION AND LOCATION	STAFF ATTENDING	PAPER/ PRESENTATION
12/27/77	National CEC Albuquerque, N.M.	Carta	Project I CAN for Severely Handicapped Students
4/17/78	APA and AMA Institute on Autism Detroit, Michigan	Green	Participant
4/26/78	National Media Materials Center for Severely Handicapped Persons Nashville, Tennessee	Wessel	Participant; demonstrated I CAN system adaptations for SH
5/3/78	Michigan Association for Teachers of Emotionally Disturbed Children Boyne Falls, Michigan	Green	Participant; demonstrated I CAN system for SH
5/12/78	Michigan CEC Grand Rapids, Michigan	Green	Programming Individualized P.E. for SH Child: I CAN Instructional System
9/7/78	California Inservice Training for SH Alameda, California	Green	Visitor; reviewed SH materials

SIGNIFICANCE OF THE YEAR I STUDY

THREE MAJOR PROJECT OBJECTIVES

OBJECTIVE 1. Adapting and developing the I CAN instructional system and instructional materials based on identified needs of SH students.

The effort to match the I CAN system and materials to the learning characteristics of SH students produced three significant results. First, the project identified student characteristics which have strong implications for all instruction, information which has heretofore been unavailable. Secondly, it resulted in the production of a prototype program in physical and leisure education tailored to the SH student. This program provides teachers with a system of assessment and individualized instruction in physical education for every student. As a result of this study, teachers using and testing I CAN were trained in teaching motor skills; in addition, they learned and practiced diagnostic-prescriptive teaching skills which can carry over to other areas of instruction. Thirdly, the effectiveness of the prototype instructional resource materials produced can be validated through second-year field testing (1978-79) in terms of meaningful student outcomes and training of teachers. The prototype products include: (1) Implementation Guide for Teachers of the Severely Handicapped, and (2) four performance objective-based instructional units adapted to the SH student.

OBJECTIVE 2. Developing a mediated training program for teacher consultants who service teachers of SH students using the existing I CAN Leadership Training Manual and inservice model.

Completion of the activities for this objective resulted in the production of prototype instructional media materials for training teacher consultants in the use of the adapted I CAN system and instructional resource materials for the SH. The development of the prototype instructional media materials for inservice training programs provides several benefits. First, an important benefit is the increase in efficiency and replicability in the training of teacher consultants and training of teachers of the SH. It would be wasted effort to develop an instructional program of any kind, for any population, if the program could not be replicated in various school settings by any number of teachers with the same relative effectiveness. I CAN has proven to be a replicable program, provided that it is implemented as intended by its developers. Proper implementation requires training. The inservice training process itself, which has already undergone several years of development and revision, was adapted where necessary to meet the unique needs of teachers of SH students. This ultimately will result in a systematic, replicable training process and materials which will enable interested trainers throughout the country to train teachers of the SH to implement I CAN in a way that is consistent with the intent of the developers.

Secondly, the effectiveness of the prototype instructional media materials produced for the inservice training program for teacher consultants and teachers of the SH can be validated through a second-year field testing. The prototype media products include: (1) a 16 mm film introducing the I CAN objective-based instructional system; (2) visuals keyed to each of the Leadership Training Program modules (planning, assessing, prescribing, teaching, and evaluating), and (3) adaptations derived from the Implementation Guide for Teachers of the Severely Handicapped incorporated into the six training modules of the I CAN Leadership Training Manual.

OBJECTIVE 3. Disseminating information regarding the results of this project.

Too often the results of educational research projects are made known to professionals in the field only through the formal channels of journals, conferences, and concentions. Conversely, a great deal of dissemination also occurs via the informal channels of personal and/or professional contacts among researchers. Both of these approaches have severe limitations in terms of conveying the data that is most pertinent to daily instruction to the practitioners in the field, where it is really needed. There is little control under either approach to assure that the most efficient use is being made of the time and money resources that are being funneled into dissemination efforts. Throughout the year, a systematic approach was used to establish a dissemination plan of action, including the identification of those individuals in the field at local, state, or national levels involved in curriculum development and program evaluation involving SH students, preschool through secondary and beyond. The results of these activities provided procedural plans for: (1) conventions/conferences/presentations; (2) articles for publications; (3) newsletters/miscellaneous information services; (4) general audience materials development, and (5) a written proposal for Year II (1978-79) USOE-BEH funding support to implement and determine the effectiveness of the adapted products in terms of learner verification, i.e., student, teacher, and teacher consultant outcomes.

OTHER PROJECT OUTCOMES/BENEFITS

In addition to the results outlined above, the following outcomes of the Year I study were also significant:

1. Twelve teachers (seven classroom and five physical education teachers) received inservice training and I CAN instructional materials for the systematic planning, implementation, evaluation, and modification of a diagnostic-prescriptive physical and leisure education program for the SH.
2. Thirty-eight SED/autistic students and 23 S/PMR students received systematic instruction in physical education.
3. Instruments and data collection procedures for obtaining formative evaluation data in natural field settings were developed.
4. A prototype evaluation-based adaptation model for use across disability population groups and settings was developed.
5. A proposal submitted by the project staff for the Year II study (1978-79) focusing on evaluating the effectiveness of the adapted I CAN program for the SH and the Leadership Training materials and inservice program for teacher consultants was funded.[1]

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[1] I CAN adaptations for the SH were developed under a USOE-BEH funded project (1977-78) entitled: Project I CAN Instructional Materials Adaptation and Mediated Training Program, OEG 0-77-03095. The adaptations were field tested in 1978-79 and USOE-BEH funded, OEG 0-78-04208. Janet A. Wessel, Project Director, Michigan State University. The results of this study will be available in the Year II Evaluation Report.

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APPENDICES

APPENDIX A: Objective 1

- A-1 Management Plan for Objective 1: Adaptation Component
- A-2 Letter of Agreement
- A-3 Implementation Schedule
- A-4 Permission Agreement or Student Participation Agreement
- A-5 Communication Log
- A-6 Consultant Assignments/Tasks

APPENDIX B: Objective 2

- B-1 Management Plan for Objective 2: Mediated Training Program

APPENDIX C: Objective 3

- C-1 Management Plan for Objective 3: Dissemination Component
- C-2 Workshops/Special Courses
- C-3 Conferences/Conventions/Symposium Presentations
- C-4 Articles
- C-5 Newsletters/Miscellaneous Information Services
- C-6 Materials to be Developed

Management Plan for Objective 1: Adaptation Component

TASKS	FORMS	EVIDENCE OF COMPLETION	DATE
1. Contact sites for field demonstration.	None		September
2. Develop agreement forms, implementation schedules; revise field monitor forms	Letter of Agreement Implementation Schedules Consultant and Self-Monitor forms	Agreements approved by staff; schedules completed; all forms finalized.	October
3. Obtain commitments from sites.	Letter of Agreement Permission Agreement or Student Participation Agreement	Letters of Agreement, permission signed and filed.	October
4. Train teachers (one-day workshop).	Communication Log	Report of training recorded in log.	November
5. Debrief field consultants on procedures, schedules, forms.	Implementation schedule, consultant assignments, monitor forms, contextual data forms.	Field consultant tasks in notebooks by site.	November
6. Begin field implementation.	Schedule, Consultants and Self-Monitor forms, Communication Log.	Schedules completed and filed; notebooks ready.	November
7. Collect contrxtual and student background data.	Contextual Data form Student Contextual Data form	Completed forms in coordinator's files.	December
8. Collect consultant and self-monitor forms.	Consultant Monitor forms Self-Monitor forms	Completed forms in coordinator's files.	November - April(weekly)
9. Debrief field consultants after each site visit.	All forms from each visit; Communication Log	Forms and comments in coordinator's files.	November - April(weekly)
10. Prep. field consultant notebooks for each visit; collect after each visit.	Forms specified for each visit by Implementation Schedule.	Appropriate forms in site notebooks prior to visit; completed forms filed after visit.	November - April(weekly)
11. Develop procedures and forms for expert review of materials.	Expert Review form	Expert Review form approved by staff reviewers.	December
12. Complete PO Feedback form for field use.	PO Feedback form	PO Feedback form approved by staff reviewers.	December
13. Select and contact "experts."	None	Correspondence filed, calls logged.	December
14. Collect experts' written reviews of materials.	Expert Review forms	Completed forms received from all experts.	January
15. Analyze expert reviews.	Expert Review forms	Reviews summarized, recommendations written.	February
16. Revise materials (selected POs).	Recommendations from expert review.	Revised materials completed.	
17. Assign review of POs to field teachers.	PO Feedback form	Assignments recorded in site notebooks and files.	December - March
18. Collect teacher feedback on POs.	PO Feedback form	Completed forms in coordinator's files.	March
19. Collect student performance data from field.	Completed Class Performance Score Sheets.	Completed CPSSs in coordinator's files.	January - May
20. Analyze all materials feedback and student data.	PO Feedback forms Class Performance Score Sheets	Data analyzed, recommendations written.	May - June
21. Revise materials as indicated by data analysis.	Recommendations from analysis.		July - August

A-2 LETTER OF AGREEMENT

MICHIGAN STATE UNIVERSITY

FIELD SERVICE UNIT IN PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED
DEMONSTRATION PROGRAM
LETTER OF AGREEMENT

The following statements represent teacher selection criteria and an agreement between teachers, school administration, and the Field Service Unit Staff at Michigan State to establish a school demonstration program in physical education using the I CAN instructional system.

The participating teacher(s) will:

1. Be flexible, innovative, committed, artful, systematic, and organized.
2. Be willing to commit the time and energy necessary to implement the I CAN program as intended.
3. Agree to complete the forms required to properly evaluate the program.
4. Agree to teach at least one (1) class twice a week for 30 minutes per session or the equivalent for a 6-month time period using I CAN materials.
5. Agree to occasional observers.
6. Agree to participate in 2 video taping sessions.
7. Agree to attend a 1-day training workshop.

The school district administration will:

1. Agree to involvement as an I CAN site.
2. Provide for a minimum of 30 minutes of scheduled physical education time twice weekly or equivalent time for at least the specified 6-month period.
3. Be willing to supply clearance and selected information on each child to participate in the demonstration program.
4. Agree to the presence of occasional observers in the class.
5. Provide release time for each teacher to attend two video taping sessions.
6. Provide approximately 30 minutes release time for each teacher to discuss his/her program on each I CAN consultation visit (total 240 minutes maximum).
7. Provide release time for teachers to obtain one day of training.

The Field Service Unit staff will:

1. Provide a 1-day workshop for participating teachers, aides, and administrators.
2. Provide individualized sessions on program implementation for each teacher.
3. Where desired, provide the district with up to $90.00 towards the expense of releasing each teacher for 3 service days.
4. Provide selected I CAN instructional materials.
5. Provide ongoing consultation and input on instructional matters.

Expected Outcomes:

1. An instructional system for a comprehensive school program in physical education and related associated skills.
2. Objectives sequenced to provide appropriate program placement of students in physical education and associated skills by level, age, or grade.
3. Objectives sequenced to provide for management system for meeting the unique needs of handicapped children which is cost effective in utilization of supplies and resources.

Expected Outcomes, cont.

4. The instructional system will allow teachers to:
    - a. Assess students' needs in order to set annual goals and short-term instructional objectives.
    - b. Prescribe learning activities based on assessed needs.
    - c. Teach according to individual plan for each child and the class as a group.
    - d. Evaluate student progress on objectives using a continual appraisal process.
    - e. Use individual and group records for reporting and recommending change.
    - f. Develop, implement and evaluate on individualized education program (IEP) in physical education for each student as required by Public Law 94-142.

Confidentiality of Personally Identifiable Information

1. All student data collected will be related to skill performance on curriculum embedded performance measures, including age, attendance, and type of handicap.
2. All student data will be recorded and analyzed by use of a coded identification number to insure the confidentiality of information regarding individuals.
3. A signed letter of consent for each student to participate will be obtained from the parent or guardian prior to any data collection.

LETTER OF AGREEMENT

We have reviewed the previous considerations and find them in congruence with the educational objectives of ______________________________

Site/School

______________________________ ______________

Mailing Address Phone

We further agree to participation in the I CAN Demonstration Program as outlined above.

Signed: ______________________________
Authorized Administrator

____
Address

____

____
Date

Signed: ______________________________
Teacher

____
Date

Signed: ______________________________
Field Service Unit Representative

____
Date

Field Service Unit in Physical
Education and Recreation for the
Handicapped

Janet A. Wessel, Ph.D., Director
135 Womens IM
Michigan State University
E. Lansing, MI 48824

FACTS FOR I CAN DEMONSTRATION PROGRAM

1. DISTRICTWIDE INFORMATION

Name of School District____

Address____

Phone_____________________

List name of superintendent and other administrative officers, along with their titles.

____

____

____

____

____

FACTS FOR I CAN DEMONSTRATION PROGRAM

2. INDIVIDUAL SCHOOL INFORMATION

Date Completed ____________

Center (School) ______________________________ District ________________

Adress ____ Phone ____________

______________________________ Directions (see reverse)

Program Director ______________________________ Building ________________

Address ______________________________ Phone (office) ____________

______________________________ (home) ____________

Teacher (Demonstration) ______________________________ Building ________________

Home Address ______________________________ Phone (office) ____________

______________________________ (home) ____________

Teacher (Demonstration) ______________________________ Building ________________

Home Address ______________________________ Phone (Office) ____________

______________________________ (home) ____________

Teacher (Demonstration) ______________________________ Building ________________

Home Address ______________________________ Phone (Office) ____________

______________________________ (home) ____________

A-3 IMPLEMENTATION SCHEDULE
I CAN

SEVERELY HANDICAPPED MEDIA/DEMONSTRATION PROJECT

IMPLEMENTATION SCHEDULE
1977-78

WEEK	TEACHER ASSIGNMENTS	CONSULTANT ASSIGNMENTS	COMPLETION	
			WEEK	DATE
0	Attend 1-day workshop.	Conduct 1-day workshop; collect contextual data.	Oct. 24	
1	Select 1 PO; assess students; self-monitor assessment.	Monitor assessment; collect self-monitor form.	Oct. 31	
2	Develop and teach prescriptive lesson.			
3	Teach PO #1; self-monitor prescription.	Monitor prescription; collect self-monitor form.	Nov. 14	
4	Teach PO #1.			
5	Teach and reassess PO #1; self-monitor assessment.	Monitor teaching; collect self-monitor form; distribute PO feedback form.	Nov. 28	
6	Develop and teach new lesson for PO #1; self-monitor prescription.			
7	Teach PO #1; self-monitor teaching.			
8	Reassess PO #1; complete written feedback on PO #1.	Collect feedback form and debrief teacher on PO #1; check assessment reliability; collect self-monitor forms.	Jan. 2	
9	Select PO #2; assess students.			
10	Develop and teach lesson for PO #2; self-monitor teaching.			
11	Teach PO #2; continue PO #1 if necessary; evaluate student progress on PO #1.	Monitor evaluation; collect self-monitor form; distribute PO feedback form.	Jan. 23	
12	Reassess PO #2 (and #1 if necessary); evaluate student progress on PO #2; self-monitor evaluation.			

WEEK	TEACHER ASSIGNMENTS	CONSULTANT ASSIGNMENTS	COMPLETION	
			WEEK	DATE
	Continue teaching; complete written feedback on PO #2.			
14	Develop program plan with consultant; continue teaching.	Develop program plan; collect feedback form and debrief teacher on PO #2; collect self-monitor form.	Feb. 13	
15	Develop monthly and daily plans; continue teaching; self-monitor planning.			
16	Implement POs according to program plan.	Monitor planning; assign review of 2-3 POs from plan; collect self-monitor form; distribute PO feedback forms.	Feb. 27	
17-20	Continue implementing plan; complete written feedback on assigned POs; self-monitor planning.			
21	Evaluate and modify plan; self-monitor evaluation.	Collect all CPSS forms completed to date; collect self-monitor forms; monitor assessment, prescription, teaching, evaluation, planning.	Apr. 10	
22-25	Implement modified plan.			
26	Implement plan.	Collect feedback forms and debrief teacher on all POs; collect all CPSS forms; complete summative report.	May 15	

A-4 PERMISSION AGREEMENT OR STUDENT PARTICIPATION AGREEMENT

I CAN PHYSICAL EDUCATION PROGRAM

Permission Agreement

I hereby state that any student enrolled in the ______________________________ school/program has permission to participate in the ongoing I CAN physical education program. I also agree that this permission applies to providing background information and information data on the teacher's I CAN Class Performance Score Sheet. I understand that the greatest discretion and levels of confidentiality will be exercised by the staff in this project.

____

Administrator

Position ______________________________

Date ______________________________

School District ______________________________

School ______________________________ Principal ______________________________

School ______________________________ Principal ______________________________

School ______________________________ Principal ______________________________

I CAN PHYSICAL EDUCATION DEMONSTRATION PROGRAM
STUDENT PARTICIPATION AGREEMENT

I hereby state that my child, ______________________________, enrolled by the Administrators of ____ school/district has my permission to participate in an on-going inservice and demonstration program in Physical Education. I understand that procedures in use insure the confidentiality of personally identifiable information and that such participation is part of the regularly scheduled physical education program in this school/district.

____ ________________
Parent or Guardian Date

SITE Communication Log (Phones/Visitation/letter/other) by teacher

Site/Center/School:________________ Teacher:______________ Consultant:________________

Phone No.__________ Best time for phone contact:____________ Best Meeting Time:________________

Date	Activity	Outcome (Include Teachers reaction Consultant, observations etc.)	Recommendations/Needs	Followup	Date of Next Visit

A-5 COMMUNICATION LOG

I CAN SEVERELY HANDICAPPED MEDIA/DEMONSTRATION PROJECT '77-'78

CONSULTANT TASKS

Consultant ____________ Site(s) ____________

Completion Date	Tasks	Forms	Evidence of Completion
Oct. 14	Obtain commitment from site administrator and teacher(s) to participate; schedule visits; record results on Site Communication Log.	Letter of Agreement; Facts for I CAN Demonstration Program; Permission Agreement; Implementation Schedule.	Completed forms turned in to Project Coordinator for filing; results of visit recorded on Site Communication Log.
Oct. 28	Conduct 1-day training program; interview teacher(s) for contextual data; provide Student Participation Agreements, if required, and Self-Monitor forms; log results.	Student Participation Agreements; Contextual Data; Self-Monitor forms (2 of each).	Contextual Data forms turned in to Project Coordinator; results of visit recorded on site log.
Week of Oct. 31 (Week 1)	Visit #1: Monitor assessment; collect Student Participation Agreements and Self-Monitor form; log results.	Consultant Monitor-Assessment; Self-Monitor-Assessment; Student Participation Agreement.	Consultant Monitor, Self-Monitor, and Student Participation forms to Project Coordinator; log results.
Week of Nov. 14 (Week 3)	Visit #2: Monitor prescription; collect Self-Monitor form; log results.	Consultant Monitor-Prescription; Self-Monitor-Prescription.	Consultant and Self-Monitor forms to Project Coordinator; results logged.
Week of Nov. 28 (Week 5)	Visit #3: Monitor teaching; collect Self-Monitor form; give teacher PO Feedback form; log results.	Consultant Monitor-Teaching; Self-Monitor-Prescription, Teaching; PO Feedback form.	Consultant and Self-Monitor forms to coordinator; results recorded on log.
Week of Jan. 2 (Week 8)	Visit #4: check teacher's assessment reliability; collect PO feedback and debrief teacher; collect Self-Monitor forms; log results.	CPSS for PO selected; PO Feedback form; Debriefing Guide.	Completed CPSS with indication of teacher's % agreement on assessment, PO Feedback form, and Debriefing Guide to coordinator; results logged.
Week of Jan 23 (Week 11)	Visit #5: Monitor evaluation; collect Self-Monitor form; give teacher PO Feedback form; log results.	Consultant Monitor-Evaluation; Self-Monitor-Teaching, Evaluation; PO Feedback form.	Completed monitor forms to coordinator; results logged

I CAN SEVERELY HANDICAPPED MEDIA/DEMONSTRATION PROJECT '77-'78

CONSULTANT TASKS

Consultant ____________ Site(s) ____________

Completion Date	Tasks	Forms	Evidence of Completion
Week of Feb. 13 (Week 14)	Visit #6: Develop program plan with teacher; collect PO Feedback form and debrief teacher; collect Self-Monitor form; log results.	Program for Special Students (2); P.E. time matrix (2); Monthly Plan (10); Daily Lesson; PO Feedback form; Debriefing Guide.	Completed P.E. time matrix, PO Feedback form and Debriefing Guide to coordinator; results recorded on log.
Week of Feb. 27 (Week 16)	Visit #7: Monitor planning; assign review of 2-3 POs from teacher's plan; collect Self-Monitor form; give teacher PO Feedback forms; log results.	Consultant Monitor-Planning; Self-Monitor-Planning; PO Feedback forms (2-3).	Completed monitor forms to coordinator; results recorded on log.
Week of April 10 (Week 21)	Visit #8: Collect all CPSS forms completed to date; collect Self-Monitor forms; monitor all 5 teacher behaviors; log results.	Completed CPSSs; Self-Monitor-Evaluation, Planning; Consultant Monitor-Assessment, Prescription, Teaching, Evaluation, Planning.	Completed CPSS and monitor forms to coordinator; log updated.
Week of May 15 (Week 26)	Final visit: Collect feedback forms and debrief teachers on all POs; collect all CPSS forms; complete summative report.	PO Feedback forms; Debriefing Guides; Completed CPSSs; Summative Report.	All completed forms to coordinator; final entry made in site log.

Management Plan for Objective 2: Mediated Training Program

TASKS	FORMS	EVIDENCE OF COMPLETION	DATE
1. Set up procedures for audiovisual adaptation subcontract.		Procedures set up; official approval obtained.	November
2. Monitor subcontract process.		Signed subcontract agreed to by all parties.	December
3. Devise list of recommendations for instructional materials media adaptations content: film, visuals and prints for Leadership Training Manual and Inservice Model.		List of content recomended; specifications developed by staff.	December
4. Identify content and format for adaptations necessary for Leadership Training Manual.		Format designed for six learning modules in the Leadership Training Module.	
a. Task out key elements of each module.		Modules outlined.	January
b. Review outline with staff in debriefing session.		Staff's comments collated.	January
c. Revise module outline as needed.		Mediated content revised.	February
d. Review outline with subcontractor.		Outline of meeting with subcontractor.	February
5. Identify timeline for production of adapted instructional material media for film and visuals.		Timeline agreed upon by staff and subcontractor.	February
6. Process established for writing/reviewing narratives for films and visuals.		Process established and timeline agreed upon by staff.	February
7. Staff writes/reviews narratives for films, sent to subcontractor.		Copy of narratives filed, sent to subcontractor.	March
8. Staff writes/reviews narratives for visuals and print adaptations; visual narrative sent to subcontractor.		Copy of narratives filed; visuals sent to subcontractor.	April
9. Subcontractor writes revised film scripts and visuals sent to FSU.		Subcontractor received scripts and visual narratives.	May
10. FSU staff reviews film scripts and visual narratives; sends to subcontractor.		Subcontractor received reviewed scripts and visual narratives.	June
11. Subcontractor finalizes film scripts and visual narratives; sends to FSU.		FSU received final film script and visual narrative.	July
12. Print adaptations for SED/autistic and S/PMR compiled from Imp. Guide; incorporated into six training modules.		Recommended compilation of adaptations incorporated into six training modules of the Leadership Training Module.	July

Management Plan for Objective 2: Mediated Training Program

TASKS	FORMS	EVIDENCE OF COMPLETION	DATE
13. Subcontractor completes rough edit of film for FSU review.		Review comments received by subcontractor; filed at FSU.	July
14. Subcontractor sends final film and visuals to FSU.		FSU received final film and visuals.	August
15. FSU staff produces all print material adaptation for six training modules.		Print material finalized.	August

C-1 MANAGEMENT PLAN FOR OBJECTIVE 3: DISSEMINATION COMPONENT

Management Plan for Objective 3: Dissemination Component

TASKS	FORMS	EVIDENCE OF COMPLETION	DATE
1. To establish a dissemination management plan.	Procedural Plans for 1.1 through 1.5	An established procedural plan: 1.1 Conferences/conventions/presentations 1.2 Articles for publication 1.3 Newsletters/miscellaneous information services 1.4 General audience materials development 1.5 Written proposal for Year II study.	October February
2. To maintain a liaison with BEH personnel, allied funded projects and other interested persons in the project.	Dissemination Documentations Original Copyright (USOE-MSU-Hubbard) for I CAN materials and adaptation	2.1 Documentation of dissemination: ·inquiries ·conferences/conventions ·workshops ·other funded projects. 2.2 Initial contract with Hubbard-USOE copyright for I CAN Adaptations procedures and dissemination.	January - ongoing
3. To direct results of this study via the identified communication channels.		3.1 Communication channels selected for publications, presentations. 3.2 Articles identified for publications to be written.	Year II Year II
4. Plan for Year II project: individuals concerned with PE instructional materials, the training of teacher consultants, and inservicing of teachers of severely handicapped to receive information regarding instructional development.		Initiate dissemination plan: listing of channels set up, organized by target audience, professional organizations, service organizations, conferences, journals and newsletters.	Year II

C-2 WORKSHOPS/SPECIAL COURSES

TASKS	STAFF	EVIDENCE OF COMPLETION
1. Contact established.	Staff member who made or received contact	Record of phone conversation o correspondence; Summary Form begun
2. Workshop accepted.	Wessel	Summary Form filled out, filed
3. Presentation procedures and content completed.	Staff member	Summary Form filled out, filed
4. Staff assigned.	Wessel	Memos on file
5. Program planned.	Assigned workshop leader(s)	Copy of agenda on file; list o other materials used on file; copies of these materials if t are unique to this workshop
6. Make materials available (if needed).	Workshop leader(s)	Summary Form filled out, filed
7. Presentation completed.	Workshop leader(s)	Copy of agenda on file; list o other materials used on file; copies of these materials if t are unique to this workshop
8. Reactionnaire forms summarized; workshop evaluated.	Workshop leader(s)/ secretary	Reactionnaire form summarizati and workshop evaluation on fil
9. Summary form completed. (Complete and attach all appropriate materials. Give to secretary to check for completion.)	Workshop leader(s)	Summary Form and additional materials are placed on file.
10. Participants list goes to secretary for mailing list; key contact names filed as potential users.	Secretary	Copy of list on file

WORKSHOPS/SPECIAL COURSES SUMMARY FORM

3-6-78

Fill in dates

Workshop leader(s)____

Contact person____

name position

____

school/organization date of contact

____

address phone

ATTACH EVIDENCE OF CONTACT. ______ date

Purpose of workshop____

Location____

Date & time____

Name of Workshop____

Funding sources for costs____

____

ATTACH ALL APPLICABLE FORMS AND INFORMATION. ______ date

Number of workshop participants: _____Total

_____PE Teachers _____Spec. Ed. Classroom Teachers _____Administrators

_____Other____
(specify type)

ATTACH COPIES OF AGENDA AND MATERIALS SPECIFICALLY DEVELOPED FOR THIS WORKSHOP. ______ date

ATTACH SUMMARY OF REACTIONNAIRE FORMS. ______ date

ATTACH EVALUATION OF WORKSHOP. ______ date

ATTACH LIST OF PARTICIPANTS AND ADDRESSES (INDICATE KEY CONTACT PERSONS). ______ date

WORKSHOP/CONFERENCE PRESENTATION PLANNING FORM 3-6-73

School/Institution ________________________________

Address ________________________________

____

Contact ________________________________

Phone ________________________________

Date(s) of workshop ________________________________

Type of workshop: _____½ day _____1 day _____2 day

Number of participants ________________________________

Participant type(s) ________________________________

	Equipment available at site	Equipment taken from MSU
Overhead projector	_____	_____
Screen	_____	_____
16 mm projector	_____	_____
Blackboard	_____	_____
Playground balls (8")	_____	_____
4"-6" balls	_____	_____
Yarn balls or bean bags	_____	_____
Rubber bases or mats	_____	_____
Traffic cones	_____	_____
Other (specify)	_______________	_______________

(Check and indicate number)

List materials ordered from Hubbard: ________________________________

____

New materials developed: ________________________________

FSU materials: ________________________________

Will students be available for demonstration:

How many?_______ When?_______________ Type?_______________

What type of large area will be available for demonstration:

_____Gym _____Classroom _____Activity Room _____Other

Skills to be presented: ________________________________

_____Transportation - car reserved/plane ticket _____Cash advance

_____Motel reservations _____Cost arrangements

_____Travel authorization _____Directions to site

Form completed by: ________________________________

AGENDA

TOPIC	LEADER	TIME	MATERIALS	
			OVERHEADS	HANDOUTS

C-3 CONFERENCES/CONVENTIONS/SYMPOSIUM PRESENTATIONS

TASKS	STAFF	EVIDENCE OF COMPLETION
1. Future conference dates/due dates for proposals established. Inform Hubbard of presentations.	Give to secretary	Posted on bulletin board; Summa Form begun
2. Contact established.	Staff member who received or made contact	Copy of correspondence on file
3. Invitation accepted.	Wessel	Copy of correspondence on file
4. Proposal submitted (if presenting).	Staff presenter	Copy of forms and additional correspondence on file
5. Proposal accepted or rejected.	Staff presenter	Copy of correspondence on file
6. Materials made available (if needed).	Staff presenter	Summary Form filled out, filed
7. Costs established and funding source identified; fees paid.	Wessel	Copies of forms and correspondence on file
8. Other staff assigned.	Wessel and key presenter	Copies of memo(s) on file
9. Program presentation planned and sent to conference chairperson.	Key staff presenter	Agenda/outline of presentation on file with any correspondenc
10. Staff notified of program data and time.	All staff involved	Notification on file
11. Presentation completed.	Key staff presenter	Copy of agenda or paper plus additional materials used on file
12. Reactionnaire forms on presentation summarized; presentation evaluated.	Key staff presenter/secretary	Reactionnaire form summarization and evaluation on file
13. Optional - Other conference presentations evaluated.	All staff involved	Copies of evaluations on file
14. Summary form completed. (Complete and attach all appropriate materials. Give to secretary to check for completion.)	Key staff presenter	Summary form and additional materials placed on file
15. Participants list goes to secretary for mailing list; key contact names placed on file as potential users.	Secretary	Copy of list on file

CONFERENCES/CONVENTIONS SUMMARY FORM 3-6-78

Fill in dates

Staff presenter(s) ____________________

____

Contact person/org.: ____________________
name date of contact

____
organization phone

____
address

ATTACH EVIDENCE OF CONTACT. ______ date

Name of conference/convention ____________________

Location ____________________

Date(s) ____________________

Title of presentation ____________________

____

Date and time of presentation ____________________

Funding sources for costs ____________________

ATTACH ALL APPLICABLE FORMS AND INFORMATION. ______ date

Date proposal submitted ____________________

Date proposal accepted ____________________

ATTACH COPIES OF PROPOSAL. ______ date

Date completed paper or completed program sent
to conference/convention chairperson ____________________

ATTACH COPY OF COMPLETED PAPER OR PROGRAM MATERIALS AND AGENDA. ______ date

ATTACH COPIES OF ADDITIONAL MATERIALS DESIGNED SPECIFICALLY FOR THIS PROGRAM. ______ date

Type and number or presentation participants: _____Total

_____PE Teachers _____Spec. Ed. Classroom Teachers _____Administrators

_____Other ____________________
(specify type)

ATTACH SUMMARY OF REACTIONNAIRE FORMS. ______ date

ATTACH EVALUATION OF PRESENTATION. ______ date

ATTACH NOTES ON OTHER CONFERENCE/CONVENTION ACTIVITIES. ______ date

ATTACH LIST OF PARTICIPANTS AND ADDRESSES (INDICATE KEY CONTACT PERSONS). ______ date

ATTACH COPY OF CONFERENCE/CONVENTION PROGRAM. ______ date

C-4 ARTICLES

TASKS	STAFF	EVIDENCE OF COMPLETION
1. Target audiences for articles selected.	Wessel/person in charge of articles	List of target audiences fil
2. Journals chosen to hit selected target audiences.	Wessel/person in charge of articles	List of journals on file
3. Topics for articles selected and staff chosen to write and review specific articles.	Wessel/person in charge of articles	List of topics filed; memos staff on file
4. Staff reviews listing of articles.	Staff	Comments submitted to Wessel, person in charge of articles
5. Priority list for year's publications finalized with deadlines.	Wessel/person in charge of articles	List posted
6. Files set up for targeted journals including journal requirements for articles.	Person in charge or articles, secretary	Files set up
7. Articles written, reviewed.	Staff	Article filed
8. Articles submitted to journal.	Person in charge of articles	Copy of article and correspor dence on file
9. Article accepted or rejected. If accepted -- file. If rejected -- revise, resubmit.	Person in charge of articles	Copy of correspondence on fil
10. Copy of published article filed.	Person in charge of articles	Copy on file

C-5 NEWSLETTERS/MISCELLANEOUS INFORMATION SERVICES

TASKS	STAFF	EVIDENCE OF COMPLETION
1. Selection of person(s) to write/edit and submit article.	Wessel	Copy of memo(s) on file
2. Newsletter(s) identified	Staff member assigned as editor	Information on file
3. Staff member assigned as editor asks for information at monthly Total Staff Meetings.	Staff member assigned as editor	Information collected and placed on file
4. Topics for newsletter identified.	Wessel	Information on file
5. Staff member assigned as editor checks conference presentations/ workshop calendar.	Staff member assigned as editor	Information on file
6. Contact person at publication established.	Staff member assigned as editor	Name listed in file; any correspondence filed
7. Deadline established for completion.	Staff member assigned as editor	Information on file
8. Draft completed.	Staff member assigned as editor	Copy placed in file
9. Draft reviewed.	Wessel and staff	Comments on file
10. Article finalized.	Staff member assigned as editor	Copy on file
11. Article submitted.	Staff member assigned as editor	Copy of any correspondence on file
12. Publication of article.	Newsletter/newspaper editor	Copy of published article on file

C-6 MATERIALS TO BE DEVELOPED

TASKS	STAFF	EVIDENCE OF COMPLETION
1. Nature of material outlined.	Wessel and project staff	Outline drawn up and filed
2. Writer/designed of materials selected.	Wessel and project staff	Copy of memo(s) on file
3. Review process established.	Wessel	Copy of process on file
4. Material drafted.	Staff member assigned	Copy of draft on file
5. Staff reviews material.	Staff	Copy of reviewed copy on file
6. Material prepared for designer/printer and cost and time estimates obtained.	Wessel	Copy of material and informatio on file
7. Designer/printer chosen based on comparison of estimates.	Wessel	Information filed
8. Format for material agreed upon by project staff assigned and designer/printer.	Project staff and designer/printer	Copy of material on file
9. Proofs completed and reviewed.	Project staff and designer/printer	Copy of reviews on file
10. Final copy produced.	Designer/printer	Copies filed in FSU office. (Old handouts and forms discarded.)

Year II materials: (see following page)

1. Abstract
2. Awareness Brochure
3. Newsletter (quarterly fact sheet)
4. Others as identified based on need.

General Audience Materials

Any materials developed should fit the overall project diffusion plan. Awareness materials will be used to answer inquiries, to generate interest, to build a constituency, to promote the program as worthy of consideration elsewhere, and in the plan for diffusion strategies to help adopters communicate with district personnel, parents, and community. These are the materials to be developed based upon findings of Year I and future project activity needs for Year II.

Abstract -- An interesting one-page handout to highlight the unique strengths and qualities of the project components. This item can be used separately by the project staff in the overall diffusion effort and can be supplied for distribution by/to potential user personnel. It can serve also as one means of communicating with school, community, and other educational agencies.

Awareness Brochure -- A two-page flyer will be prepared for a soft-sell public relations document. The Awareness brochure should attract interest and provide basic facts about the ongoing project and findings of Year I.

Target Audience --

Newsletter -- A one-page information newsletter will be prepared for linking interagencies personnel and sites participating/involved in Year II project. This will be prepared as a Fact Sheet Outline and sent out quarterly to all participants and other interested personnel who may be potential users. In addition, where possible such information will be prepared and distributed to other diffusion networks identified in Year II.

FINAL REPORT

Project #446AH70088
Grant #G007703095

Project Title:
PROJECT I CAN INSTRUCTIONAL MATERIAL ADAPTATION
AND MEDIATED TRAINING PROGRAM

Grant Period:
September 1, 1977 through August 31, 1978

Field Service Unit
in Physical Education and Recreation for the Handicapped
134 IM Sports - Circle
Michigan State University
East Lansing, Michigan 48824

PROJECT STAFF

J.A. Wessel, Project Director

Staff	Support Staff		Evaluation Staff
Gina Green	Carol Brody	Tom Sampson	Gali Edon
Judy Carta	Catie Ognjan	Dale Ulrich	Eric Gordon
	Janet Olsen	Suellen Weller	Sandy Meacham
	Mark Runac		Sherry Swank

ADVISORY COMMITTEE

Dr. Jean Elder
Assistant Professor
Special Education
Northern Michigan University
Marquette, Michigan

Dr. Julian Stein, Consultant
Programs for the Handicapped
American Alliance of Health,
Physical Education and Recreation
Washington, D.C.

Dr. Ronald Wolthuis
Associate Professor
Elementary and Special Education
Coordinator of Training, International
Rehabilitation - Special Education Center
Michigan State University
East Lansing, Michigan

Dr. Robert York
Associate Director
Center for Special Education
University of Vermont
Burlington, Vermont

FORMATIVE EVALUATION FIELD TEST SITES

Because we wanted to highlight their contributions, we extend utmost thanks to the administrators, teachers and children at the pilot demonstration centers who unselfishly gave of themselves to help us understand how to provide quality physical education to severely handicapped students The demonstration sites and personnel who made this project possible are:

Eastwood School
Branch Intermediate School District
Coldwater, Michigan

Eloise Bryan, Coordinator

Teachers: Pete Goodreau and Tom Sowles

Wayne County Developmental Learning Program
Wayne Intermediate School District
Southgate, Michigan

Angus McMillan, Director

Teachers: Lynn Bennett, Rita Footman, Linda Harrington, Debra Jackson, Mary Newberg, Denise Palmer, Joy Rem

Lincoln Development Center
Grand Rapids Public Schools
Grand Rapids, Michigan

Patsy Fox, Director, SMI Program

Teachers: Diane Heemstra and Karen Knowlton

Manhattan School
Grand Rapids Public Schools
Grand Rapids, Michigan

George Pommer, Director

Teacher: Ian Kleiman

PROJECT OFFICER

Dr. Paul Andereck
United States Office of Education
Bureau of Education for the Handicapped
Washington, D.C. 20202

ABSTRACT

Project I CAN:
Instructional Materials Adaptation and Mediated Training Program

September 1, 1977 through August 31, 1978

There are few, if any, available physical and leisure education curriculum materials developed to fit the needs of the severely handicapped. The adaptation of the existing I CAN instructional materials for special student populations, therefore, has great benefit. Successful adaptation would identify the most cost-effective and efficient means to meet the instructional needs of handicapped students and would obviate the need to develop entirely new materials for handicapped students.

The three project objectives were to: (1) adapt and develop prototype I CAN instructional materials based on learning characteristics of severely handicapped students (severely emotionally disturbed/autistic and severely/profoundly mentally retarded); (2) develop instructional media materials adaptations for training teacher consultants who service teachers of the severely handicapped, and (3) disseminate information regarding the results of the project using the I CAN Leadership Training Manual and instructional model. The design and implementation of the formative evaluation was directed toward: (1) the identification and development of needed adaptations in the I CAN implementation system and instructional resource materials, and (2) the content specifications and development of media materials adaptations for the six Leadership Training modules. The primary audience for the evaluation was the Project I CAN development staff.

The major evaluation thrust for Objective 1 was the gathering of information and the ongoing modification and development of effective prototypes. The evaluation instruments were designed to gather data primarily for revision purposes. The major sources of such information were the field trials, teacher feedback, project staff, consultant review, and staff judgments. In the field trials, 12 teachers from schools in Michigan participated in the project. Eight teachers taught 38 severely emotionally disturbed/autistic children, age 6 to 14 years; the four remaining teachers taught 23 severely/profoundly mentally retarded students, age 4 to 25 years. Seven of the teachers taught special education in the classroom; five were physical education teachers. The prototype products resulting from these activities for the Year II study included: (1) Implementation Guide for Teachers of Severely Handicapped Students, and (2) four sample instructional performance objectives.

A systematic decision-making review process was designed to accomplish Objective 2: (1) content specification; (2) the design of the media adaptation, and (3) production of a prototype media training package. The prototype products developed included a 16 mm film and 75 visuals (overheads) coded to the six Leadership Training modules. Together, all the products provide a set of prototype materials for the Year II study.

The dissemination activities of Objective 3 focused primarily on the spread and exchange of information via correspondence and presentations at key professional conferences. A complete dissemination plan was developed for the Year II study.

FINAL REPORT
(Part 2 of a two-part report)
This work was developed under a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of that agency, and no official endorsement should be inferred.
Grant # G007703095

PROJECT I CAN

INSTRUCTIONAL MATERIALS ADAPTATION AND MEDIATED TRAINING PROGRAM

PART 2: THE FORMATIVE EVALUATION ADAPTATION REPORT

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THE CONTEXT OF THIS REPORT

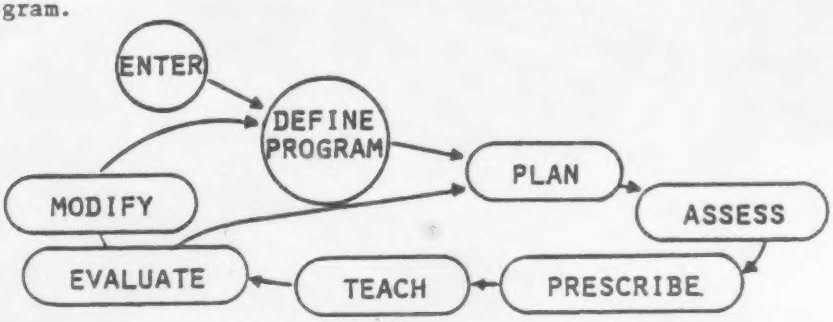
Recent legislative mandates require that every student with special learning needs be provided with a physical education program that is appropriate to his or her individual needs. Physical education instruction as defined in P.L. 94-142 includes special physical education, adapted physical education, movement education, and motor development, and it means the development of physical and motor fitness, fundamental motor skills and patterns, and skills in acquatics, dance and individual and group games and sports (including intramural and lifetime sports).

For some student populations, however, there are no readily available physical and leisure education instructional materials developed to fit their particular learning characteristics. The adaptation of the existing I CAN instructional materials for special student populations, therefore, has great benefit. Successful adaptation would identify the most cost-effective and efficient means to meet the instructional needs of handicapped students and would obviate the need to develop entirely new materials for handicapped students.

I CAN[1] is a physical and leisure education program of objective-based instructional materials that are designed to help the teacher:

I Individualize Instruction
C Create Social-Leisure Competence
A Associate All Learnings
N Narrow the Gap between Theory and Practice.

The I CAN system and materials provide both the process and the content for adaptation. The process for adaptation is the implementation system--the teacher behavior model required to implement the I CAN program as intended by the developers: defining the program, assessing the student, planning and prescribing the instruction, teaching, and evaluating the student outcomes and program.



Implementing I CAN: Teacher Behavior Model

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[1] The development of Project I CAN Primary Skills (1971-74) was performed pursuant to a grant from the United States Office of Education-Bureau of Education for the Handicapped (USOE-BEH). Title: Programmatic Research Project in Physical Education for the Mentally Retarded Child in the Elementary School OEG 0-71-3905(608). The completion of the materials was done under contract number 300-75-0122, Innovation Associated Learnings Program of Mini-Curriculum Action Learning Teaching Strategies (1975-77). Janet A. Wessel, Project Director, Michigan State University.

The development and adaptation of the I CAN program, the materials for use with severely handicapped (SH) students (severely emotionally disturbed SED /autistic, and severely/profoundly mentally retarded S/PMR), and the development of media materials adaptations for training teacher consultants were the subjects of this project.

This document is the Final Report of Project I CAN: Instructional Materials Adaptation and Mediated Training Program. The project was funded by the United States Office of Education, Bureau of Education for the Handicapped, Division of Media Services, from September 1, 1977 through August 31, 1978. The project was charged with: (1) adapting the I CAN instructional system and materials for teaching severely handicapped students; (2) developing instructional media materials adaptations for training teacher consultants who service teachers of the severely handicapped, and (3) disseminating the results of the project activities. The document is organized into two parts-- Part 1: The Project, and Part 2: The Formative Evaluation Adaptation Report. Each part of this document is designed to be a complete report within itself, therefore, each is numbered consecutively within itself.

Part 1 of the document will introduce the reader to the project, the problem and need for physical and leisure education program materials for the severely handicapped student, the background of I CAN, a brief description of the I CAN program materials, the project objectives and key performance tasks used to achieve these objectives, the management of the project objectives, the dissemination activities, and, finally, the Year I study. Part 2, the Formative Evaluation Adaptation Report, includes a description of the evaluation plan and type of empirical data gathered during Year I, results of the formative evaluation, and an outline of plans and objectives for the second-year field test of the Year I prototype adaptations.

The prototype materials produced as a result of this 12-month study included:

1. The I CAN Implementation Guide for Teachers of the Severely Handicapped
2. Four performance objectives for assessing and teaching the severely handicapped
3. Audiovisuals coded to the I CAN Leadership Training Program materials:
    - 16 mm films
    - overhead transparencies

THE EVALUATION DIMENSIONS

The evaluation activities of the project might best be viewed in the context of a four-year timeline for the development, testing, and final commercial release of adaptations in the I CAN program and training materials. Figure 1 illustrates the major areas of concern in the development and evaluation of I CAN adaptations (Wessel, Green, & Vogel, 1979). This report describes the evaluation activities of Phase II which focused on the development and production of effective prototype products for the Year II project field test.

Phase I ASSESSMENT	Phase II ADAPTATION	Phase III PRODUCTION	Phase IV DISSEMINATION
FEASIBILITY EVALUATION	FORMATIVE EVALUATION	IMPACT EVALUATION	DIFFUSION EVALUATION
INPUT:	INPUT:	INPUT:	INPUT:
-Identify need -Describe unique learner characteristics -Describe unique situational variables -Identify existing instructional programs of potential use -Describe match between needs and available products	-Program adaptation -Prototpye trial -Program refinement	-Instructional program field test -Instructional program impact -Instructional program production	-Availability awareness -Adoption mechanism -Adoption longevity
OUTPUT:	OUTPUT:	OUTPUT:	OUTPUT:
-Adopt -Adapt -Reject and develop	-Effective prototype program	-Effective transportable program	-Description of the diffusion impact of the program

Figure 1. Evaluation Dimensions of I CAN Adaptations for the Severely Handicapped

I CAN and its evaluation are based on several years of experience on the part of the Field Service Unit (FSU) in Physical Education and Recreation for the Handicapped in developing and field testing I CAN for handicapped students, primary through secondary and beyond.[1,2] Program evaluation at the FSU has always been viewed as an integral part of the total development process to produce new or adapted curriculum materials. Rather than speculate about the instructional effectiveness and the appropriateness of the instructional materials adaptations, the staff developers use a process known as formative evaluation. Formative evaluation is the use of empirical data to improve the product before its final distribution to the public; i.e., to produce an effective prototype for second-year field testing for impact determination. Data collected from various sources can be used by the developer to improve the effectiveness of the prototype while the materials are still considered to be in the developmental stage. Figure 2 presents major steps and evaluation focuses for Phase II. Such data are used to reveal potential weaknesses and problems related to:

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[1] The Programmatic Research Project in Physical Education for the Mentally Retarded Child in the Elementary School, OEG-0-71-3905(608), USOE-BEH, 1971-74; Innovation Associated Learnings Program of Mini-Curriculum Action Learning Teaching Strategies, Contract Number 300-75-0122, 1975-77. Janet A. Wessel, Project Director, Michigan State University.

[2] The Programmatic Research and Demonstration Project in Physical Education for the Severely Mentally Retarded, G00-76-0492, USOE-BEH, 1976-78. Janet A. Wessel, Project Director, Michigan State University.

1. Assumptions about the learner characteristics
2. Incorrect or inappropriate content: instructional activities, games, teaching strategies, media
3. Ineffective assessment and assessment activities
4. Procedures required to implement the new program materials

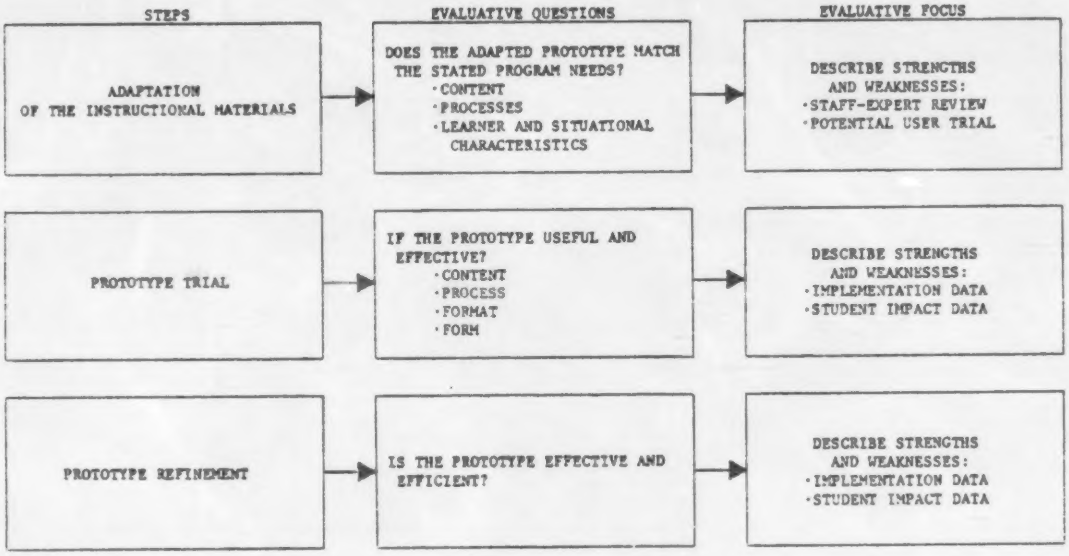
STEPS
EVALUATIVE QUESTIONS
EVALUATIVE FOCUS
ADAPTATION OF THE INSTRUCTIONAL MATERIALS
DOES THE ADAPTED PROTOTYPE MATCH THE STATED PROGRAM NEEDS?
·CONTENT
·PROCESSES
·LEARNER AND SITUATIONAL CHARACTERISTICS
DESCRIBE STRENGTHS AND WEAKNESSES:
·STAFF-EXPERT REVIEW
·POTENTIAL USER TRIAL
PROTOTYPE TRIAL
IF THE PROTOTYPE USEFUL AND EFFECTIVE?
·CONTENT
·PROCESS
·FORMAT
·FORM
DESCRIBE STRENGTHS AND WEAKNESSES:
·IMPLEMENTATION DATA
·STUDENT IMPACT DATA
PROTOTYPE REFINEMENT
IS THE PROTOTYPE EFFECTIVE AND EFFICIENT?
DESCRIBE STRENGTHS AND WEAKNESSES:
·IMPLEMENTATION DATA
·STUDENT IMPACT DATA

Figure 2. Phase II: Adaptation and Formative Evaluation (Data Obtained from a Series of Small, Cyclical Studies)

The primary audience for formative evaluation is the project developers whose purpose is to produce a viable set of prototype materials. It is to such a charge that the formative evaluation design for the first field testing is directed, and in such a context that the kind of data gathered and reported are presented. Before final or summative judgments of worth and assessments of students and teacher outcomes can be made, it must be established that a transportable treatment or program exists. It is the project developers who are uniquely responsible for providing data which show that an identifiable program can be successfully installed and operated in a variety of settings.

THE PURPOSE OF THE REPORT

This first Formative Evaluation Report of Project I CAN is designed to serve these purposes:

1. To describe the I CAN program, the objective-based instructional materials and implementation system which was adapted based on characteristics of the students.
2. To review the function of evaluation in the development or adaptation of instructional materials.
3. To describe the formative evaluation design, procedures and results for Objective 1: to adapt and develop the I CAN system and instructional materials based on identified needs of the students.
4. To describe the formative evaluation design, procedures and results for Objective 2: to develop a mediated training program for teacher consultants who service teachers of SH students using the existing I CAN Leadership Training Manual and inservice model.
5. To describe the collection and interpretation of data reported for Objectives 1 and 2 within the context of the overall evaluation design.
6. To outline plans for Year II Project to test and refine adapted instructional materials and mediated training program prototypes, to revise prototypes based on data collected during Year II, and to produce proven products to dissemination.

DESCRIPTION OF I CAN[1]

A description of the I CAN products, claims of effectiveness, and characteristics of the intended users is presented to serve as background information for the reader and as a basis for understanding the adaptability of I CAN across handicapping conditions and educational settings. I CAN was recently validated and classified as a demonstration project for the State of Michigan.[2]

WHAT IS THE PRODUCT?

I CAN is an objective-based instructional system designed to improve the delivery of physical education services to handicapped populations. It can be used by physical education specialists, classroom teachers, or a combination of both. Design specifications resulted in a program which: (1) provides for diagnostic-prescriptive teaching of students who range in abilities from near zero competence to functional competence on a wide variety of physical performance skills and knowledges; (2) is responsive to the needs of local educational agencies to either build a rational program from scratch or select materials to supplement an already existing program; (3) is not dependent on exotic equipment and/or facilities, and (4) provides for user compliance with P.L. 94-142 and other accountability laws when implemented as intended.

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[1] Hubbard Scientific Company is the I CAN publisher. (Hubbard Scientific Company, P.O. Box 104, Northbrook, Illinois, 60062.)

[2] I CAN Demonstration Project, Michigan Adoption Program. (Experimental and Demonstration Centers, Title IV-C.) Michigan Department of Education, Lincoln Developmental Center, Grand Rapids Public Schools, 1979.

The Implementation Guide provides the information necessary to conduct: (1) program planning; (2) long-term planning; (3) assessment of student status; (4) prescription of instruction based upon assessed needs; (5) implementation of teaching-learning activities associated with prescription, and (6) student and program evaluation of the results of instruction and record-keeping. Program planning and long-term planning are concerned with the derivation and appropriate placement of relevant program goals and objectives. Assessment, prescription, and teaching chapters describe the mechanics of systematic teaching. The evaluation selection describes the procedures necessary for reassessing and reporting student achievements and deciding on instructional and program plan modifications.

The instructional resource materials are divided into Primary and Secondary (sport, leisure, and recreation) Skills. Content includes 71 Primary Skill performance objectives (POs) for students age 5 through 14 and 79 Secondary level POs for students age 15 through 25. The PO is the basic element of the materials which is used in program planning. The Primary Skills are divided into: Fundamental Motor Skills (12 locomotor and 11 object control POs); Body Management (seven body awareness and 11 body control POs); Health Fitness (six fitness and growth and nine postural control POs), and Aquatics (seven basic skills and eight swimming and water entry skills). The Secondary Skills are divided into: Backyard/Neighborhood Activities (seven badminton, two croquet, two horseshoes, four roller skating, and two tetherball POs); Team Sports (eight basketball, three kickball, four softball, and six volleyball POs); Outdoor Activities (two backpacking, four camping, two hiking, and six cross country skiing POs), and Dance and Individual Sports (three bowling, seven folk dance, 11 gymnastics, and six track and field POs). See Figure 3 for the scope and structure of this content.

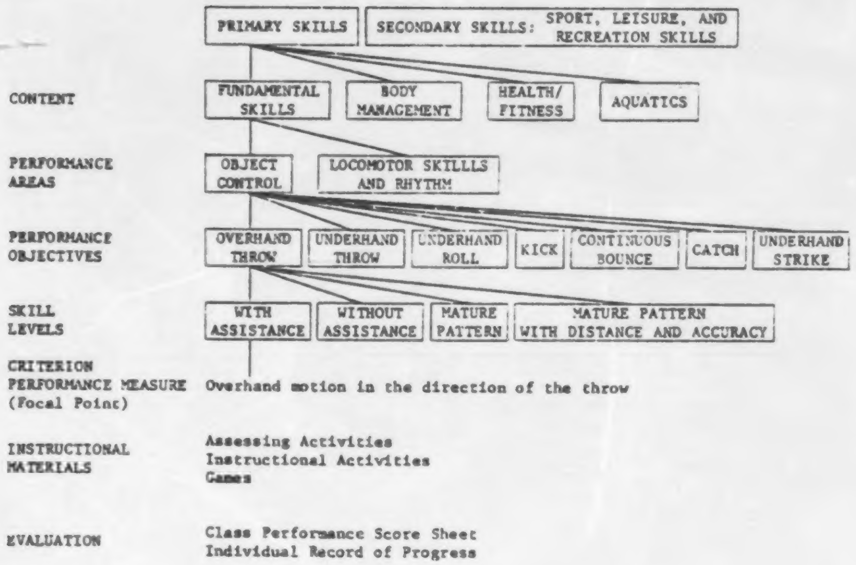
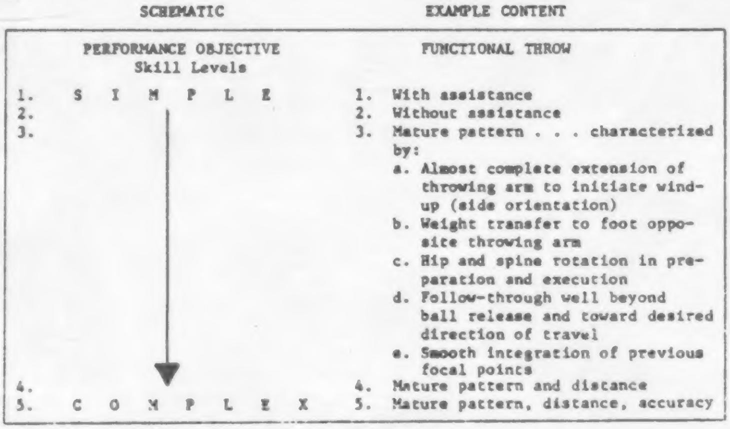


Figure 3. I CAN Scope and Structure

Performance objectives are included for physical and leisure education motor skills objectives. Each skill objective is divided into sequential instructional levels which range in performance competence from near zero to functional. The levels can be generically stated as: (1) assisted performance, (2) rudimentary performance, (3) qualitative pattern (biomechanically efficient), (4) qualitative pattern plus a distance and/or control criterion, and (5) functional performance (a qualitative pattern plus distance and/or control and accuracy at a criterion level enabling to participation in sports of the culture). The instructional levels of all POs are stated in behavioral terms and have both qualitative and quantitative standards. The standards are operationally defined by focal points within each instructional level. Focal points are the units upon which assessment, teaching, and performance improvements are based. Figure 4 illustrates this instructional level schema.



1. With assistance
2. Without assistance
3. Mature pattern . . . characterized by:
    a. Almost complete extension of throwing arm to initiate wind-up (side orientation)
    b. Weight transfer to foot opposite throwing arm
    c. Hip and spine rotation in preparation and execution
    d. Follow-through well beyond ball release and toward desired direction of travel
    e. Smooth integration of previous focal points
4. Mature pattern and distance
5. Mature pattern, distance, accuracy

Figure 4. Schema of Sequential Skill Levels for Performance Objectives

The I CAN inservice training system includes: a Leadership Training Manual, 16 mm films and overheads portraying key aspects of the materials and implementation process, workshop and follow-up schedules, and assorted evaluation forms for assessing knowledge and application of knowledge in planning, implementing, and evaluating the I CAN system. The Leadership Training Manual is appropriate for training teachers, teacher consultants, and/or trainers of teacher consultants. All the major processes involved in implementing I CAN are explained with reference to when and how to use films, overheads, worksheets, examples, etc. Time allotment to workshop activities and follow-up visits are also specified to achieve an efficient and replicable training system.

Implementation of the instructional system requires selection of POs from the Primary and/or Secondary resource bank in accordance with either existing goals or program goals derived using the Implementation Guide. Selected objectives are then systematically placed at appropriate program levels and ordered into a teaching sequence based on identified criteria. Assessment of student performance status (zero to functional) is followed by prescription and teaching (i.e., students at levels 1, 2, 3, or 4 on a PO are taught the focal points necessary to achieve levels 2, 3, 4, or 5, respectively). Reassessment documents the degree to which the intended achievements in fact occurred and provides data necessary to plan subsequent instruction. Daily lessons can focus on one, two, three, or more POs, depending on the content and/or circumstances present in a local setting.

CLAIMS OF EFFECTIVENESS

Two major claims of effectiveness are as follows: (1) Use of the I CAN instructional system promotes the achievement of both physical and leisure education motor skills of handicapped children, and (2) I CAN as an instructional system is usable by both physical education specialists and classroom teachers and is transportable to sites not involved in the development of the system.

CHARACTERISTICS OF THE INTENDED USERS

I CAN was designed to assist teachers in systematically delivering services to trainable mentally retarded (TMR) students. Design criteria used to develop I CAN resulted in an instructional system which not only met this intention but also provided a structure for systematic assessment and programming to meet individual needs across all handicapping conditions. Since students from other population groups were involved with TMR students during the evaluation, I CAN's useful effect on "other" population groups was examined. Accordingly, there were indications for I CAN's potential generalizability to the following special populations: educable mentally impaired, emotionally impaired, autistic, hearing impaired, visually impaired, and severely mentally retarded.

I CAN AND THE SEVERELY HANDICAPPED LEARNER

BASIC ASSUMPTIONS

The issues involved in programming physical and leisure education for the SH have direct implications for designing physical and leisure education programs for all students, handicapped and nonhandicapped. The adaptation of existing instructional materials for a special population of students must be preceded by the identification of the fundamental assumptions about instruction for the population which will guide the adaptation procedures. Five assumptions regarding assessment and programming in physical and leisure education for the SH have been identified, addressing such issues as (Wessel et al., 1979):

- Establishing long-term program goals, preschool through secondary and beyond
- Logical program structure in terms of student performance objectives
- Sequential performance objectives for managing instruction
- Criterion-referenced assessment
- Comprehensive program planning

The logical extension of these assumptions is that objective-based instruction best fulfills the criteria for individualized, systematic programming in any curriculum area for any type of learner, handicapped or nonhandicapped. The instructional materials must yield information that enables the teacher to select appropriate long-range goals, assess each student's status, set annual goals and short-term objectives, prescribe instructional alternatives and games, and evaluate the program in terms of student outcomes. For this type of programming, instructional objectives in some form are necessary (Habilitation Practices, 1976; Haring, Hayden, & Beck, 1976; Haring, 1977; Teaching Research, 1977; Wehman, 1979). Use of a precise set of instructional objectives also permits systematic specification of adaptations to meet a wide range of students' needs and to meet inservicing training needs of the teachers who deliver physical and leisure education services to the SH student.

ADAPTING I CAN FOR THE SEVERELY HANDICAPPED

In any group of students, handicapped or otherwise, there is likely to be a wide range of abilities. Every student's unique needs should be studied carefully and specially designed instruction implemented to meet these needs. However, there are certain characteristics or behaviors which are common to many SH students. These characteristics have direct implications for teaching the SH and, therefore, for each of the teaching behaviors required to implement the I CAN system: planning, assessing, prescribing, teaching, and evaluating. The following statements (derived from literature review) are coded to these teaching behaviors and provide the framework for determining modifications needed for implementing the I CAN system with the SH: setting goals and specifying performance objectives; assessing student performance on selected objectives using criterion-referenced measurements; prescribing instruction; teaching, and evaluating student progress and instruction.

ADAPTING I CAN FOR SEVERELY HANDICAPPED

KEY STATEMENTS

I CAN IMPLEMENTATION SYSTEM →

	PLANNING	ASSESSING	PRESCRIBING	TEACHING	EVALUATING
1. The ultimate goals of physical education apply to all students, regardless of type or severity of handicap. (Wessel et al., 1977) (Brown et al., 1977) (Beckman-Brindley et al., 1978) (Meyers et al., 1973) (Sontag et al., 1973) (Williams & Fox, 1977)	●				
2. Many severely handicapped students learn a skill in one setting, but they do not readily transfer that skill to another setting, such as at home or on the job. Careful co-planning among all individuals who work with a severely handicapped student is necessary to insure consistency in initial teaching. (Kauffman & Snell, 1977) (Donnellan et al., 1977)	●		●	●	
3. Since severely handicapped students often experience learning problems in many areas, they may need the services of related support personnel in achieving physical education objectives. Support personnel can be helpful in both selecting and prioritizing objectives for the physical education program. (Hart, 1977)	●	●	●		
4. Many of the physical education skills taught to the severely handicapped are selected for their utility in the home or other environment. Teachers of physical education should work closely with parents or other caretakers to insure that the objectives chosen for individual students can be used in home and community activities. (Certo et al., 1977)	●				
5. Severely handicapped students may exhibit a wide variety of motor skill performance. Some skills may be extremely rudimentary while others are quite well-developed. Teachers need to rely on their past experience and knowledge of students' learning rates to develop a sequential program plan. (Fredericks et al., 1976) (William & Fox, 1977) (Donnellan et al., 1977)	●				
6. Severely handicapped students in almost every instance will require more instructional time to acquire motor skills than other students. (Fredericks et al., 1976) (Haring, 1976) (Haring, 1977)	●				●
7. Many severely handicapped students have not learned to look at, play with or interact with people or materials for a sustained period. One strategy used to reduce inattention is to teach within short instructional time frames. (Fredericks et al., 1976) (Haring, 1976) (Haring, 1977) (McCormick & Elder, 1978)	●		●	●	

ADAPTING I CAN FOR SEVERELY HANDICAPPED

KEY STATEMENTS

(continued)

	PLANNING	ASSESSING	PRESCRIBING	TEACHING	EVALUATING
8. Students with severe learning problems may not enter existing skill level sequences at even the lowest level. (White & Liberty, 1976) (Sailor & Horner, 1976) (DuBose, Langely & Vaughan, 1977) (William & Fox, 1977)		●			
9. Students with severe learning problems may need prerequisite or task-analyzed skill instruction prior to entering the existing I CAN performance objective sequence. (White & Liberty, 1976) (Sailor & Horner, 1976) (DuBose, Langely & Vaughan, 1977) (William & Fox, 1977)		●			
10. The performance of students with severe learning problems may fluctuate considerably from trial to trial or day to day, so that several observations may be necessary for the teacher to accurately determine their entering skill levels. (White & Liberty, 1976) (Sailor & Horner, 1976) (DuBose, Langely & Vaughan, 1977) (William & Fox, 1977) (Donnellan et al., 1977)		●			●
11. Severely handicapped students may need to be assessed and taught individually rather than in group activities. (DuBose, Langely & Vaughan, 1977) (William & Fox, 1977) (White & Liberty, 1976) (Sailor & Horner, 1976)		●	●	●	
12. Students with severe learning problems appear to perform best in an environment in which irrelevant stimuli are minimized during initial instruction. (Sailor & Horner, 1976) (DuBose, Langely & Vaughan, 1977) (Estes, 1970) (Thomas, 1977) (Fredericks et al., 1976) (Haring et al., 1976) (Donnellan et al., 1977)		●	●	●	
13. The performance of students with severe learning problems seems to be enhanced when their attention is directed to specific, skill-relevant information. (Morris & Whiting, 1971) (Estes, 1970) (Gold & Scott, 1971) (Thomas, 1977) (O'Connor & Hermelin, 1975)			●	●	
14. Teachers need to plan carefully sequenced game activities in which the basic play skills of students with severe learning difficulties can be enhanced. (Beckman-Brindley & Tavormerra, 1978) (Wombold & Hopper, 1978) (Wehman, 1977)			●	●	
15. Students with severe learning problems may not respond when merely requested to perform, and may require the use of carefully structured motivational techniques. (Paloutzian et al., 1971) (Whitman et al., 1970) (Striefel, 1974) (Thomas, 1977) (Gibson & Levine, 1975) (Donnellan et al., 1977)			●	●	

ADAPTING I CAN FOR SEVERELY HANDICAPPED

KEY STATEMENTS

(continued)

	PLANNING	ASSESSING	PRESCRIBING	TEACHING	EVALUATING
16. There is a need for activities for teaching social skills to severely impaired students within physical education which can be applied at home, at play and at work. (Paloutzian et al.,1971) (Wombold & Hopper, 1978)			●	●	
17. In order for students with severe learning problems to retain and generalize what they learn, the learning must occur across time, trials, situations and instructors. (Haring, 1977) (O'Connor & Hermelin, 1975) (Estes, 1970) (Williams, Brown & Certo, 1975)			●	●	●
18. Students with severe learning problems often have difficulty performing tasks without constant supervision and prompting from a teacher. To become an independent learner, the student must be able to: (1) identify and correct errors during or after performance, and (2) recognize cues to respond. (Holding, 1970) (Morris & Whiting, 1971)			●	●	●
19. Progress among students with severe learning problems may occur in very small increments. (Haring, 1977)					●

The matching of the I CAN system and materials to the learning characteristics (key statements) provided for the production of the prototype Implementation Guide for Teachers of the Severely Handicapped and for adaptations for the I CAN Leadership Training Program Manual.

FORMATIVE EVALUATION OF OBJECTIVE 1

This section presents the formative evaluation procedures followed to identify adaptations in the I CAN instructional resource materials and implementation system necessary to make them appropriate to the physical education needs of SH students. It was necessary to examine both the implementation skills as described in the I CAN Implementation Guide and the instructional resource materials used to teach the program. The formative evaluation of each of these components is reported in this section of the report.

THE EVALUATION CONTEXT

Methodology by Objective. An overview of the formative evaluation procedures for achieving Objective 1 is specified in Figure 5.

OBJECTIVE 1. To adapt the develop the I CAN instructional system and instructional materials based on identified needs of SH students.

1.1 To implement general recommendations for I CAN materials adaptations from a pilot test (Wisconsin, 1977) and review of literature.

1.2 To implement the I CAN system and instructional resource materials at two centers for SED/autistic and two centers for S/PMR.

1.3 To collect and analyze field data to determine the feasibility of the system and resource materials for teachers of SH students.

1.4 To collect student performance data to assist in formative evaluation decisions and to initiate a data pool for developing general expectancies for the SH.

Field test teachers were selected for participation in the program who had previously been trained to use I CAN, were willing to implement I CAN with their SH students, and would agree to complete all evaluation forms required for the field test. Both classroom and physical education teachers were selected. A teacher committed to participate by signing a letter of agreement which was also signed by the program administrator and the project director. The commitment entailed participating in an initial one-day training session, devoting the time and energy necessary to implement I CAN as intended over a 26-week period, recording student performance data, and completing written and verbal evaluations of the materials to identify adaptations required for the SH. After conducting a one-day training session for all participating teachers, project staff consultants visited each teacher at his or her school a total of eight times during the 26 weeks.

Population and Sample. A total of 12 teachers participated in the project, all of whom were responsible for delivering physical education services to

KEY PERFORMANCE TASKS FOR OBJECTIVE 1	PERSONS AFFECTED	BEHAVIOR	OBJECT OF BEHAVIOR	TIMELINE	MEASUREMENT	EXPECTED LEVEL OF PERFORMANCE
1.1 To implement general recommendations for adaptations from pilot tests.	8 teachers of SED/autistic; 4 teachers of S/PMR	Evaluation and implementation of general recommendations for I CAN adaptations	Make program effective for SED/autistic, S/PMR	Quarter 2, Year I	Review form completed by each teacher	8 of 10 teachers (4 of 5 in each category) agree that recommended adaptations are feasible
1.2 To implement the I CAN system and resource materials at 2 centers for SED/autistic and 2 centers for S/PMR.	8 teachers of SED/autistic; 4 teachers of S/PMR	Implement revised I CAN materials with students	Further revise materials and determine effectiveness with these populations	Quarters 1, 2, 3, Year I	Documentation of number of teachers and students involved; consultant monitor forms completed	6 teachers implement as intended by obtaining 80% of criterion established on monitor forms
1.3 To collect and analyze field data to determine effectiveness of the system and resource materials with SH students.	Media Research field consultants and evaluation staff	Collect and analyze field data	Determine effectiveness of adapted materials	Quarters 2 and 3, Year I	Self-monitor forms; consultant monitor forms; class performance score sheets; performance objective (POs) feedback forms	Data collected from all teachers and students in the study; monitor forms completed by all teachers and consultants
1.4 To make revisions in the instructional materials based on Year I field test data.	Media Research staff	Revise selected I CAN materials based on field data	Develop materials usable with target population	Quarter 4, Year I	PO feedback form completed by teacher	PO feedback forms completed for each PO implemented; list of recommendations generated from feedback results
1.5 To collect baseline student performance data to establish data pool for developing general expectancies for the SH.	Media Research and evaluation staff	Collect completed CPSSs on all I CAN POs taught by field test teachers	Become part of data pool on motor skill performance of SH students	Quarters 2 and 3, Year I	Number of focal points gained on each skill by each student	Student performance data obtained for 80% of those students included in the field test
1.6 To prepare prototype adapted instructional materials for Year II field test based on Year I data and staff expertise.	Media Research staff	Produce prototypes for field test for Year II	Develop Implementation Guide for Teachers of SH and four sample POs	Quarter 4, Year I	Materials completed by Media Research staff	Media Research staff agree that prototype adaptations are viable for field test for Year II

Figure 5. Evaluation Plan for Objective 1 Key Performance Tasks

SH students. All were trained to implement the I CAN instructional system. Eight of the teachers taught SED/autistic students; seven of these were classroom teachers certified in special education for the emotionally impaired who taught in a large program in Southgate, Michigan. One was a noncertified child care worker employed by a small program in Grand Rapids, Michigan, and was responsible only for physical education. Each of these teachers was in his or her first or second year of implementing I CAN. Class sizes ranged from one to five students. The seven classroom teachers each had one full-time aide who assisted in physical education while the child care worker teaching physical education had no aide. No other adult assistants worked in physical education; therefore, the adult-student ratio in these classes was 1:1 or 1:2. Physical education was taught three days a week in 30-minute sessions by two teachers and five days a week for a total of 40 minutes a day (either two 20-minute sessions or one 40-minute session) by the other six teachers.

Four teachers implemented the project with S/PMR students. Two were physical education specialists implementing the I CAN program for the third year at a large facility in Coldwater, Michigan. The other two were classroom teachers certified in special education for the mentally retarded and were in the first full year of I CAN implementation, teaching in a large school in Grand Rapids, Michigan. Class sizes ranged from six to nine students. Both classroom teachers had two aides each involved in physical education. The physical education specialists had six full-time paraprofessionals assigned exclusively to physical education. Adult-student ratios in these classes ranged from better than a 1:1 ratio in the Coldwater program, where each of the six aides worked with one student under the supervision of the physical education specialists, to approximately 1:3 in the Grand Rapids program. In the former program, each student received physical education five days a week for 15 minutes a day, while in the latter physical education was scheduled for three days in 30-minute sessions.

The students receiving I CAN instruction in this project were all enrolled in one of the four participating school programs for SH students in southern Michigan. A total of 38 SED/autistic students were involved at the outset of the program, ranging in age from 6 to 14 years. Twenty-three S/PMR students participated, encompassing ages 5 through 25 years.

Formative Evaluation Process. The formative evaluation procedures used for both the implementation system and the instructional resource materials are presented in this section. The description of the instrumentation and methodology for each component is followed by a summary of results. All the instruments used may be found in the appendices. Figure 6 presents an outline of the procedural steps used to identify needed adaptations in the implementation of the I CAN system with SH students. Figure 7 depicts the field test process employed to further adapt the system and instructional materials.

THE IMPLEMENTATION SYSTEM

Instrumentation and Methodology. The initial step in the adaptation process was a literature search to identify the learning characteristics of the SH, from which implications for adapting I CAN were drawn. The working paper which resulted was reviewed by three experts in the areas of physical education for the handicapped and education of the SH, using a review

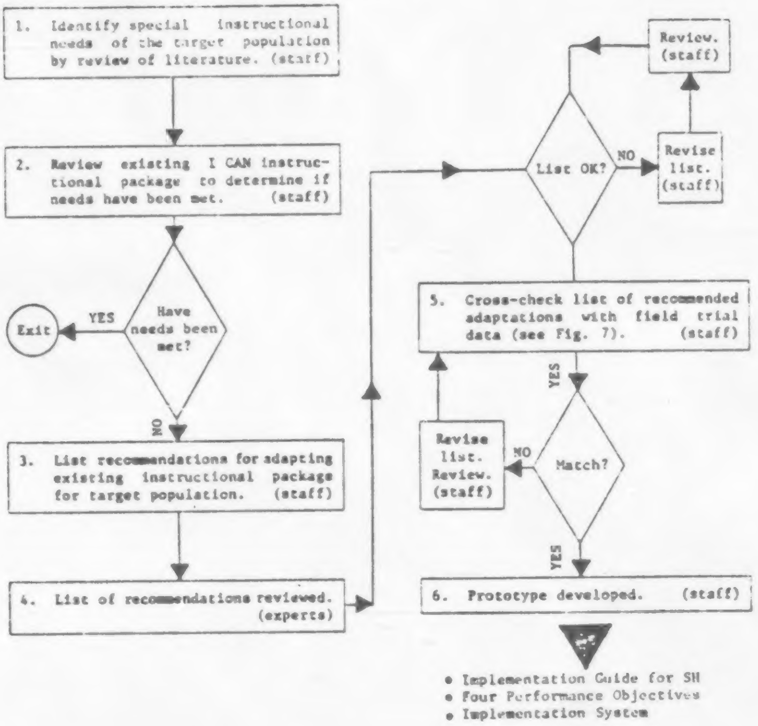

1. Identify special instructional needs of the target population by review of literature. (staff)
2. Review existing I CAN instructional package to determine if needs have been met. (staff)
Have needs been met?
YES
Exit
NO
3. List recommendations for adapting existing instructional package for target population. (staff)
4. List of recommendations reviewed. (experts)
List OK?
NO
Revise list. (staff)
Review. (staff)
5. Cross-check list of recommended adaptations with field trial data (see Fig. 7). (staff)
YES
Match?
NO
Revise list. Review. (staff)
YES
6. Prototype developed. (staff)
• Implementation Guide for SH
• Four Performance Objectives
• Implementation System

Figure 6. Review Process to Adapt I CAN Implementation System for SH Students: Staff and Experts

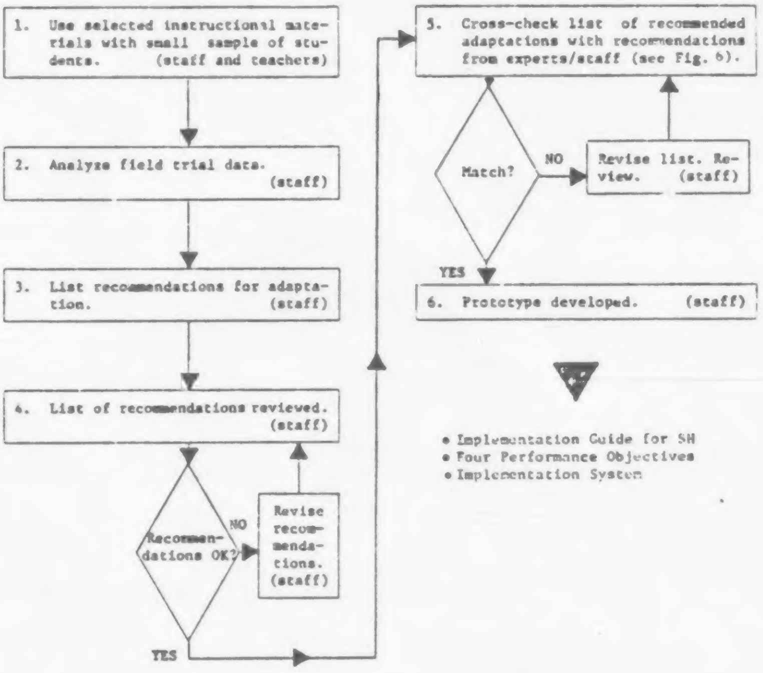

1. Use selected instructional materials with small sample of students. (staff and teachers)
2. Analyze field trial data. (staff)
3. List recommendations for adaptation. (staff)
4. List of recommendations reviewed. (staff)
Recommendations OK?
NO
Revise recommendations. (staff)
YES
5. Cross-check list of recommended adaptations with recommendations from experts/staff (see Fig. 6).
Match?
NO
Revise list. Review. (staff)
YES
6. Prototype developed. (staff)
• Implementation Guide for SH
• Four Performance Objectives
• Implementation System

Figure 7. Field Test Process Used to Adapt I CAN Instructional System and Materials for SH Students

form which required each reviewer to indicate either agreement with the statement as written, agreement with the statement with modifications, or disagreement. If disagreement was indicated, the reviewer provided rationale and suggested alternatives. All expert reviews were summarized and agreements tallied. Where one or more reviewer indicated disagreement or a need for modification, the rationale for change was recorded on the review summary. Two project staff members then examined each suggested change as to the strength of the rationale provided, the extent to which the reviewer's suggestions corresponded to the characteristics of the SH, and the feasibility of carrying out the suggestion in the typical SH educational setting. If the suggested change met these criteria, it was incorporated into the revised draft of the working paper. The revised draft was subsequently compared to a summary of recommendations from teachers who field tested the instructional materials. Further revisions indicated by the teachers were subjected to the same evaluation as the experts' comments, and, if they met all three of the previously mentioned criteria, they were incorporated into a final draft of the working paper (which was the basis for the Implementation Guide for Teachers of the Severely Handicapped).

Further evidence about the feasibility of adapting the I CAN system for the SH was derived by determining how well the field test teachers implemented the program. Five teacher competencies are required to implement I CAN as intended by its developers: planning, assessing, prescribing, teaching, and evaluating. Procedures for carrying out this teaching model using the I CAN resource materials are described in the Implementation Guide. Chapters in the guide correspond to the five competencies. Following each chapter is a Self-Monitor Form, which was designed to allow the teacher to evaluate the extent to which he or she is performing that competency. Teachers participating in the field test completed a Self-Monitor Form on each competency during the project, as specified by an implementation schedule provided by project staff. Additionally, project consultants who visited each site a total of eight times during the 26 weeks of implementation also monitored the teachers' behaviors using Consultant Monitor Forms. Items on this form correspond to items on the Self-Monitor Forms but are designed to enable a trained observer to judge the teacher's competence.

Both Consultant and Self-Monitor Forms were used during the field test to enable teachers and their project consultants to identify problems in the teachers' use of the program. When a problem occurred, the consultant provided the teacher with verbal explanations, written examples, and/or actual demonstrations with the teacher's students of the preferred behavior. Each intervention was followed by the teacher's attempt to correct the problem with active support and feedback from the consultant. The Consultant Monitor Forms and a log of each site visit also provided the project coordinator with ongoing information about the strengths and weaknesses of the program as it was being used by the teachers. Following each site visit, the consultants were debriefed by the coordinator to identify aspects of the I CAN teaching system which needed to be modified to fit the SH.

At the end of the field test, the project consultants completed a Summative Status Report Form (see Appendix A-1) on each teacher, representing a composite evaluation of the extent to which the teacher implemented I CAN as intended. The Summative Status Report is comprised of items from the Consultant

Monitor Forms for all five teacher competencies which were determined by project staff to be the most important components of each competency. A teacher had to score 15 of a possible 20 points on the Summative Status Report to be designated a competent I CAN implementer.

Results. Staff evaluation of the experts' review of the literature-based working paper resulted in the modification of 20 statements about the learning characteristics of the SH. Twenty-six of the teaching implications derived from these characteristics were modified, and 10 were added. No statements were entirely deleted, but two implications were deleted. Teacher feedback modified six teaching implications and added five, but no modifications or additions to the statements of characteristics were indicated by the teachers.

The final draft of the working paper provided most of the content for a field-test edition of the I CAN Implementation Guide for the Severely Handicapped.[1] The working paper was outlined to follow the step-by-step directions given in each chapter of the original Implementation Guide so that modifications for the SH could be inserted where necessary at any step or steps. Examples of modified materials and/or procedures for modifying existing I CAN materials to meet the needs of the SH were included in the revised Guide.

A complete review of the Self-Monitor and Consultant Monitor Forms completed during the field test reinforced the need for modifications in some aspects of the system. Since the monitor forms are essentially checklists of the teaching behaviors described in the Implementation Guide, they were also revised to incorporate new items specific to the SH. The revised forms may be found in Appendices A-2 and A-3. Items added as a result of this evaluation are marked with an asterisk (*).

Of the 10 teachers who completed the field test, eight met the criterion score of 15 or more points (out of 20 total) on the Summative Status Report. Four teachers of the S/PMR scored 20 points, while four teachers of SED/autistic students scored 19, 16, 15, and 15. The remaining two teachers of SED/autistic students scored 10 and seven points. Since 80% of the field-test teachers achieved mastery in implementing I CAN, this was seen as confirmation that the basic diagnostic-prescriptive I CAN teaching model is usable by classroom teachers or physical education specialists who teach physical education to SH students.

INSTRUCTIONAL RESOURCE MATERIALS

Instrumentation and Methodology. Each field test teacher completed a written evaluation of the I CAN materials he or she used in teaching. A Materials Feedback Form (see Appendix A-4) was completed which required that the teacher systematically judge each performance objective (PO), instructional activity, assessing activity, game and student assessment record in terms of its usefulness with SH students by responding to yes/no items. The teacher's responses served as a guide for project consultants to interview each teacher. Interview questions were designed to probe for weaknesses in the materials, suggested alternatives, and rationale. Results of the interview were recorded on the I CAN Materials Feedback Debriefing Form (see Appendix A-5).

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[1] A copy of the field-test edition of the I CAN Implementation Guide for Teachers of the Severely Handicapped was included with the Final Report submitted to USOE-BEH, Washington, D.C.

All of the teacher feedback recorded on feedback and debriefing forms was summarized by PO, with comments relating to S/PMR and SED/autistic students recorded separately. The data for all POs was then summarized together in order to detect general trends in the teachers' comments; that is, many similar comments were made about different POs and could be considered general recommendations for revising all POs. For example, suggestions for modifying the I CAN score sheet to accommodate more detailed assessment information appeared in feedback from 11 teachers covering nine different POs. From this overall summary of feedback, a list of recommendations for revising the I CAN system and materials was developed.

Student performance data was recorded by the field-test teachers on the Class Performance Score Sheet, a project-developed observational checklist (see Appendix A-6). The instrument directly measures the task stated in the performance objective and thus has primary validity. Focal points operationally define the instructional levels of each performance objective. Gain is measured as the number of these focal points which are achieved by the student on a pre- to post-test basis. It should be noted that gain data can only be recorded as 0 or 1 on each focal point.

For the purposes of this project, teachers were instructed to modify performance objectives if necessary to enable them to better assess and teach their SH students. Project consultants helped the teachers further task-analyze performance objectives to assure that the modifications made produced logical skill sequences. Score sheets for recording student performance were similarly modified. Student performance data was analyzed from two standpoints. Significant gains made by students on unmodified POs, with concurring feedback from teachers, were interpreted as indicating that, at least with this sample, the PO in its current form was appropriate for SH students. Modified POs were examined for the logic of the new sequences and for guiding the development of prototpye instructional materials for the SH.

Results. As reported earlier in this section, the general recommendations from the teachers' feedback were incorporated into the working paper which served as the basis for the I CAN Implementation Guide for the Severely Handicapped, if they met the three criteria established for the experts' recommendations: strength of rationale, correspondence with characteristics of the SH, and feasibility.

General recommendations for modifying the I CAN implementation system and instructional resource materials which were drawn from teacher feedback included the following:

1. Some performance objectives need prerequisites or lower skill levels for entry; other performance objectives need the focal points to be broken down into smaller steps.
2. SH students must be assessed more frequently than moderately handicapped students; in some cases, they must be assessed on a daily basis for a scheduled period to obtain accurate assessment data on performance.
3. Instructional activities must allow for close supervision and take into account the adult/student ratio in the SH class.

4. Most assessment and instruction may initially require a 1:1 ratio, but all lessons should be structured to permit gradual introduction of partner and small group activities.
5. Concrete cues, such as physical and environmental manipulations, should be emphasized. Verbal instruction should be minimal.
6. Prompts and reinforcers used in physical education must be consistent with other instruction.
7. Aides or assistants should be trained to provide instruction in order to maximize on-task time in physical education sessions.
8. Severely handicapped students may require up to three times as much instructional and practice time as required by moderately impaired students.
9. Progress may occur in very small increments or may be very erratic. Assessment procedures must be modified accordingly.
10. In addition to evaluating student progress during physical education, there is a need to measure skill generalization by evaluating the extent to which students use skills in other settings.

Results of student data and teacher feedback for specific POs are reported below. In some cases teachers applied task analysis to existing POs in order to make them more applicable to their severely handicapped students. Since teachers performed these analyses independently, the units by which student performance gain was measured on these modified POs differed from one teacher to another. This data is reported first by individual site or teacher. Student performance data on the unmodified POs follows in the same format. Finally, teacher feedback regarding needed adaptations in the materials is summarized by PO.

Student Gain--POs Modified by Teachers. At Site 1 (S/PMR students), one teacher modified several POs for teaching 5- to 9-year-old students. The POs containing the focal points by which these students were measured may be found in Appendix A-7. Student gain on these modified POs is displayed in Table 1.

Table 1. Mean Student Focal Point Gain on Modified POs--Site 1

Performance Objective	$\bar{X}$	SD	t	α	N
Kick	0	0	-	-	5
Log Roll	1.25	.89	3.98	.05*	8
Underhand Roll	2.00	.92	5.70	.05*	8
Abdominal Strength	2.10	.83	6.77	.05*	8
Catch	.86	.90	2.45	.05*	7
Two-Hand Throw	1.00	1.00	2.44	.05*	7
Front Roll	3.20	2.00	3.59	.05*	6

*Significant at $\alpha \leq .05$.

The teachers at Site 2 for 8- to 26-year-old S/PMR students modified all POs to at least a slight degree. Table 2 presents student gain in terms of mean number of focal points achieved by these students. The modified POs are included in Appendix A-8.

Table 2. Mean Student Focal Point Gain on Modified POs--Site 2

Performance Objective	$\overline{X}$	SD	t	α	N
Kick	.50	.74	1.67	n. sig.	6
Catch	1.83	2.71	1.66	n. sig.	6
Trampoline	0	0	-	-	6
Bicycle Riding	1.00	1.26	1.96	.10*	6
Directions in Space	0	0	-	-	6
Balance Beam	.60	.89	1.54	n. sig.	5
Ascending/Descending Stairs	0	0	-	-	6
Chest Pass	1.50	.55	6.80	.05**	6
Walk/Run	1.00	1.26	1.79	.10*	6
Body Parts	.83	1.60	1.17	n. sig.	6
Roller Skating	4.00	2.80	3.20	.05**	6

*Significant at $\alpha \leq .10$.
**Significant at $\alpha \leq .05$.

Site 3 was a program for SED/autistic students. During the field test, it became evident that most of these students required very large amounts of repeated instruction in order to make even the slightest gain in performance. In some cases, focal points appeared to have been achieved and could be scored as gain on one reassessment, but on later reassessments those focal points were not present in the students' performances. Most of the teachers did not report any student gain but felt that, with more instruction, their students might show some stable skill acquisition.

One teacher at this site taught three POs to students age 5 to 7 by using thr regular I CAN focal points as performance measures. However, her definition of attainment was correct responses on 10 out of 10 trials during one reassessment. For analysis of this data, gain was defined as the difference between the first assessment and the last reassessment of a focal point. Results are reported in Table 3. The POs are presented in Appendix A-9.

Table 3. Mean Student Focal Point Gain on Modified POs--Site 3

Performance Objective	$\overline{X}$	SD	t	α	N
Run	1.0	1.4	1.43	n. sig.	5
Continuous Bounce	3.0	0	-	-*	2*
Catch	2.0	1.1	4.08	.05**	6

*Two students only--no t-test computed.
**Significant at $\alpha \leq .05$.

These results are purely descriptive at this point, since dissimilar units of measure were used and results at one school on a given PO cannot be compared to those at another school, nor can generalizations be drawn from such small analyses. However, the process of modifying performance objectives and then attempting to assess and teach students according to redefined focal points helped both the teachers and the project staff begin to identify which POs needed to be further task-analyzed. It also provided a preliminary test as to whether the substeps identified by the teachers in fact represented reasonable learning tasks in a logical sequence for assessing and teaching severely handicapped students. This information was used to modify four prototype POs for Year II: run, catch, abdominal strength, and body parts.

Student Gains--Unmodified POs. A second teacher at Site 1 taught a total of four I CAN POs to S/PMR students ranging in age from 7 to 14 years. Student gain as measured by existing focal points is shown in Table 4

Table 4. Mean Student Focal Point Gain on Unmodified POs--Site 1

Performance Objective	$\overline{X}$	SD	t	α	N
Kick	.70	.49	3.50	.05*	7
Log Roll	1.20	4.20	.90	n. sig.	10
Underhand Roll	.88	1.10	2.09	.05*	8
Body Actions	1.60	1.30	3.72	.05*	10

*Significant at $\alpha \leq .05$.

Only one unmodified PO, overhand throw, was completed by a teacher of SED/autistic students at Site 3. Five 7- to 8-year-old students achieved a mean gain of .80 focal points with a standard deviation of .84. The t-test of 2.13 was significant at $\alpha \leq .05$.

All five of the unmodified POs on which data is reported may be found in Appendix A-10. The fact that student performance increments were statistically significant on four of the five POs could be taken as an indication that these objectives as written describe reasonable skill sequences and progressions for the severely handicapped. However, this was a limited, preliminary test with small samples, and the results were not conclusive enough to preclude attempts to improve these POs for this population.

Teacher Feedback: Fourteen Performance Objectives with High Priority. Teachers participating in this field test selected POs from the I CAN Primary Skills modules (excluding Aquatics) which they felt represented high priority objectives for their severely handicapped students. Since the group of 12 teachers taught students who varied considerably in chronological age and developmental levels, they selected a variety of POs. As a result, for most POs only one teacher's feedback was received. Depending upon the time constraints of their respective school schedules and their students' learning rates, some teachers completed instruction on only one PO, while others completed two or three. When they had used a PO for a sufficient length of time to observe their students' performances on the skill sequences and to allow them to trv most of the instructional activities, each teacher completed an I CAN Materials Feedback Form for each PO (see Appendix A-4). Responses to that form were the basis for a structured interview with a project consultant in which possible deficiencies or modifications in the materials were systematically discussed. The distrubution of PO feedback is displayed in Table 5.

Table 5. PO Selection and Teacher Feedback Distribution

Performance Objective	# Teachers	
	S/PMR	SED/Autistic
Catch	1	3
Overhand Throw	-	3
Underhand Roll	1	2
Continuous Bounce	-	1
Sidearm Strike	-	1
Run	2	1
Hop	-	1
Log Roll	1	-
Forward Roll	1	-
Bounce on Trampoline	-	1
Body Parts	2	1
Body Actions	1	-
Abdominal Strength	-	1
Trunk and Leg Flexibility	-	1

Teachers' responses to questions on the feedback form are summarized in Table 6. A "no" response by one or more teachers to any item warranted further questioning by project consultants in an interview to identify specific problems and alternatives. Generally, this data summary shows that teachers found the I CAN skill levels inappropriate on only three of the 14 POs evaluated: run, hop, and bounce on trampoline. However, their responses to item 2 regarding the focal points, wherein the discrete skill components are described, indicated potential needs for modifying the focal points of five POs: catch, overhand throw, run, forward roll, and body parts.

In response to item 3, most teachers expressed some dissatisfaction with the Class Performance Score Sheet and the existing procedures for recording student performance. Items 4, 5, and 6 asked for reactions to three components of the instructional resource materials: assessing activities, instructional activities, and games. Responses were mixed, but most teachers indicated a need to change these materials from their existing design as group activities to activities that would allow for 1:1 or very small group instruction.

Items 7 and 8, regarding the recording and reporting of student progress, also brought mixed responses, but many teachers preferred to use the more detailed Class Performance Score Sheet which denotes progress on focal points and/or skill levels within a PO, instead of the Individual Record of Progress, which, in its published form, allows only for recording progress by skill levels.

Items 9, 10, and 11 were designed to elicit information as to whether teachers carried through with continuous reassessment of student performance to modify their teaching, as specified in the I CAN teaching model. Many teachers did not have any idea how much time they spent teaching any one PO, yet their informal feedback to the project consultants stressed an opinion that instructional time is a critical variable affecting the learning of severely handicapped students. Most teachers did establish some a priori measure of the effectiveness of their teaching, but these varied from simply attending to an object or the teacher for a set length of time, to performance of one or more previously unattained focal points. About half the teachers systematically used reassessment information to modify their instructional plan, and half did not.

Specific comments and/or recommendations are presented below for each PO:

Catch

1. The PO needs to be broken down into more discrete focal points and skill levels. For example, within the first skill level (assisted catch), there should be additional focal points, such as eyes following the ball, hands contacting the ball, etc.
2. Performance standards in the objective need to specify sufficient correct responses to assure that each student's performance is stable.

Table 6. Summary of Teacher Responses to Feedback Questions by PO

	PERFORMANCE OBJECTIVE																											
	CATCH		OVER-HAND THROW		UNDER-HAND ROLL		CONTIN-UOUS BOUNCE		SIDEARM STRIKE		RUN		HOP		LOG ROLL		FORWARD ROLL		TRAM-POLINE		BODY PARTS		BODY ACTIONS		ABD. STRENGT		TRUNK AND LEG FLEX.	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Were you able to assess your students with the existing skill levels for this PO?	4	0	3	0	1	0	1	0	1	0	0	3	0	1	1	0	1	0	0	1	3	0	1	0	1	0	1	0
2. Were you able to assess your students on the focal points as stated in the PO?	3	1	2	1	3	0	1	0	1	0	0	3	1	0	1	0	0	1	1	0	1	2	1	0	1	0	1	0
3. Did you use the Class Performance Score Sheet and the assessment recording process without modification?	2	2	2	1	2	1	0	1	0	1	0	3	0	1	1	0	0	1	0	1	0	3	1	0	1	0	1	0
4. Did you use the assessing activities written for this PO?	1	2	2	1	2	1	1	0	1	0	0	3	0	1	1	0	0	1	1	0	1	2	1	0	1	0	1	0
5. Did you use I CAN Instructional Activities as written?	0	4	2	1	2	1	0	1	0	1	0	3	0	1	1	0	1	0	0	1	1	2	1	0	0	1	1	0
6. Did you use any I CAN games as written for this PO?	0	4	0	3	1	2	0	1	1	0	0	3	0	1	0	1	0	1	0	1	1	2	1	0	0	1	0	0
7. Were you able to use recorded assessment information on the CPSS for evaluating student progress?	3	1	0	2	1	1	1	1	1	0	0	3	0	1	1	0	0	1	0	1	3	0	1	0	1	0	0	1
8. Did you use the Individual Record of Progress without modifications to report student progress?	0	3	0	3	0	2	0	2	0	1	0	3	0	1	0	1	0	1	0	1	0	3	0	1	0	1	0	1
9. Did you record the actual amount of time spent on this PO?	2	3	2	0	1	1	2	0	0	1	3	0	1	0	1	0	1	0	1	0	3	0	1	0	0	1	0	1
10. Did you evaluate the effectiveness of instruction on this objective?	4	1	2	0	2	0	2	0	1	0	3	0	1	0	1	0	1	0	0	1	3	0	2	0	1	0	0	1
11. Did you change your program plan after evaluating student progress?	3	2	1	1	1	2	0	1	1	0	1	2	1	0	1	0	0	1	1	0	3	0	1	1	0	1	0	1

3. A suggested modified sequence is: catch or trap a rolled ball while sitting on the floor; catch or trap a bounced ball while standing; catch or trap a ball lofted from a short distance, gradually increasing the distance.
4. Instructional Activities include some good ideas but must be modified to 1:1 or supervised partner activities.
5. Other teaching strategies: Use a ball with a bell in it for tracking; suspend the ball by a string from the ceiling; use balloons or soap bubbles to develop eye and hand contact.
6. Reassessment data needs to be recorded daily in some cases for each student rather than for the class as a whole.

Overhand Throw

1. Focal points need to be broken down further (e.g., grasping a ball, releasing a ball, moving the arm while holding a ball).
2. The number of teaching cues used in any lesson must be reduced and verbal directions must be very short.
3. Students should throw to a person rather than at a target to improve eye contact.
4. Environmental prompts, such as a spot marked on the floor with tape for weight transfer, are important.
5. Many students do not model and need physical manipulation.
6. Students cannot attend to instruction for more than about 10 minutes.

Underhand Roll

1. Possibly a lower skill level or separate PO should be added to teach students to push a ball with both hands, then one hand, to develop the ability to propel the ball.
2. Assessing and teaching could be done in groups of up to three students at a time (S/PMR students).
3. A useful activity is having students in a circle taking turns rolling a ball to knock down a bowling pin.

Continuous Bounce

1. No modification is indicated for the PO.
2. Instruction must be 1:1 with physical prompting and modeling.
3. An alternative game which seemed motivating for older students was to bounce the ball three times, then shoot at a basket.

Sidearm Strike

This PO was used by one teacher who modified it to teach a two-hand strike for floor hockey. No changes were noted.

Run

1. The PO needs to be modified to lead students from a walk to a run. A suggested sequence is: walk with assistance; walk without assistance; run with assistance; run without assistance.
2. The score sheet needs to be changed to allow recording not only whether a focal point was performed or not, but whether the student required manipulation, physical prompting, modeling, or a verbal cue.

Hop

1. The PO requires little modification. However, some students must practice standing on one foot for several seconds before beginning to learn to hop.
2. Most students need 1:1 physical assistance when first learning this skill.

Log Roll

1. Some focal points (e.g., arms extended) must be modified or deleted for students with physical impairments.
2. Instruction could be conducted at three stations with two to three students on a mat at a time, so on-task time was high.

Forward Roll

1. This PO needs to be broken down further.
2. A foam "donut" was used to give students the feeling of rolling over.

Bounce on Trampoline

1. The first skill level should be broken down into smaller steps, such as: climb on and off trampoline; sit in the center of the trampoline; stand on the trampoline (assisted, then unassisted); jump one time (assisted, then unassisted); increase number of jumps and decrease assistance.
2. Some students fear the trampoline, so begin with jumping on the floor, then on an inner tube jumper or mini-tramp.

Body Parts

1. Several body parts should not be grouped together as one focal point. Make each one separate.
2. Delete the focal point for "trunk" as it has no meaning for these students.
3. "Simon Says" and "Looby Lou" are good games for teaching this PO if verbalizations are kept very simple.

Body Actions

1. A new skill level may be needed between total assistance and no assistance. Many students need a physical prompt to initiate an action but will complete it themselves.
2. Musical and imitative games are useful. Locomotor skill activities can also be used to teach body actions.

Abdominal Strength

1. Students made progress that could not be recorded as focal point gain. Therefore, the skill levels need to be broken out into a finer gradation so that students may progress through increasing the number of sit-ups accomplished and/or the amount of time they independently perform the exercise.
2. Once the sit-up pattern was learned, this was used as part of a fitness circuit.

Trunk and Leg Flexibility

Comments relating to Abdominal Strength also apply to this PO.

All the teacher feedback was examined, as described earlier, for suggestions for both general and specific modifications needed to make the I CAN POs and instructional materials appropriate for teaching SH students. The first field test indicated that teachers relied upon the PO to assess students' performances and identify needs; however, they generally devised their own instructional activities instead of using those in the published I CAN materials. Teachers' recommendations for modifying POs were accepted or rejected by the project staff based upon the strength of the rationale presented in congruence with the learning needs of the SH students.

PROTOTYPE INSTRUCTIONAL MATERIALS DEVELOPED

From the final compilation of recommendations for adapting I CAN for the SH, the following prototype materials were developed:

The I CAN Implementation Guide for Teachers of the Severely Handicapped. The original, published version of this manual tells the user how to implement the I CAN instructional system with moderately handicapped students using the I CAN resource materials. It includes five "how to" chapters representing each of the primary teaching behaviors required to implement the system: planning, assessing, prescribing, teaching, and evaluating. Within each chapter, sequential steps are described with references to components of the resource materials used to carry out each step. Adaptation of this manual focused on modifying the content of each step to make it applicable to the SH based upon the literature review, experts' commentaries, and formative evaluation of the materials obtained from field test teachers.

Four Sample Performance Objectives: Run, Catch, Abdominal Strength, and Body Parts. The I CAN materials are designed to be used as a resource bank from which a teacher may select performance objectives and related instructional materials according to the needs of his or her particular students. Teachers participating in this project selected for field testing the POs they felt were most appropriate for their students. Since the majority of them were teaching low functioning students in the 5- through 14-year-old range, most of the POs they selected were from three I CAN Primary Skills units: Fundamental Skills, Body Management, and Health and Fitness. The teachers recorded student performance on each PO they taught, as well as any concerns or problems they had with any of the materials and suggestions for modifications. From the total of 14 different POs on which teacher feedback was received, four were adapted as a result of the field test: run, catch, abdominal strength, and body parts. These four were selected for adaptation on the basis that they were: (1) selected by at least one teacher of the SED/autistic and one teacher of the S/PMR; (2) representative of the three I CAN Primary Skills units, and (3) provided training materials for teachers in the implementation of the I CAN system for SH students. The four performance objectives, along with their Class Performance Score Sheets, can be found in Appendix A-11.

FORMATIVE EVALUATION OF OBJECTIVE 2

This section presents the formative evaluation procedures used to develop the media packages for teacher consultants who service teachers of the SH using the Leadership Training Manual and inservice training model.

THE EVALUATION CONTEXT

Methodology by Objective. An overview of the formative evaluation procedures for achieving Objective 2 are presented in Figure 8.

OBJECTIVE 2. To develop a mediated training program for teacher consultants who service teachers of SH students using the existing I CAN Leadership Training Manual and inservice model.

2.1 To develop specifications for content and design of media materials adaptation.

2.2 To develop media content for the Leadership Training Manual and inservice training program packages.

2.3 To develop prototpye media materials adaptation based on approved content and design format for Year II field test.

Formative Evaluation Process. The formative evaluation of Objective 2 was directed toward the development of prototype audiovisual components and print adaptations for the six training modules of the Leadership Training Manual and inservice training model.

KEY PERFORMANCE TASKS BY OBJECTIVE	PERSONS AFFECTED	BEHAVIOR	OBJECT OF BEHAVIOR	TIMELINE	MEASUREMENT	EXPECTED LEVEL OF PERFORMANCE
2.1 To develop specifications for content and design of media materials adaptation.	Project Staff	Identify content specifications: 1. Film script 2. Visuals for Leadership Training Modules 3. Print adaptations for Leadership Training Manual	Make inservice training program effective for teacher consultants to train teachers of SH	Quarter 1, Year I	Two project staff will be debriefed by project developer as to appropriateness of specifications identified	All 3 staff members agree to appropriateness of the content specifications
2.2 To develop media content for Leadership Training Program Manual and inservice program.	Project Staff	Film script written incorporating key elements and format. Visuals drafter incorporating key elements of the Leadership Training Modules. Adaptation content needed for Leadership Training Modules written.	Develop media materials usable for teacher consultants to train teachers	Completed during Quarters 2 and 3	Two project staff will be debriefed by project developers as to appropriateness of content	All 3 staff members agree to appropriateness
2.3 To develop prototype media package based on approved content and design format for Year II field test to determine effectiveness of the program.	Project Staff Media specialist	Criteria established for selection of media specialist to develop the media films and visuals. Subcontract approved by USOE-MSU officials and available media package content provided to subcontractor	Production of media packages: ·film ·overheads/ visuals ·adaptation print content for Leadership Training Program Manual	Completed during Quarters 2, 3, and 4	Three project staff members review content	Media packages considered appropriate relative to content by three staff members

Figure 8. Evaluation Play for Objective 2 Key Performance Tasks

Media Training Package Content: Print. The final list of recommentations for adapting the I CAN Implementation Guide were incorporated into the six training modules.

Any recommendations which appeared inappropriate for inclusion were either revised by the staff or deleted. The final list of recommendations was incorporated into the Leadership Training modules. During this process, constant communication was maintained among staff members to insure that the recommendations were properly incorporated into the appropriate training modules. An outline of the Leadership Training Manual's six modules for training teacher consultants is presented below.

Module 1: Introduction. A step-by-step listing of the requirements of P.L. 94-142 and compatibility of an objective-based system with those requirements is reviewed. The assumptions underlying use of the I CAN system with the SH are presented. A discussion of the teacher behavior model (the implementation system) is presented.

Module 2: Planning. This module presents a system for planning individualized physical education programs, general needs assessment, and establishing annual goals and short-term instructional objectives.

Module 3: Assessment. Materials and procedures used to assess student motor skill performance are presented.

Module 4: Prescription. This module presents guidelines for selecting instructional activities based upon assessment and organizing activities into a daily lesson.

Module 5: Teaching. Preparing for teaching, use of organizational and motivational strategies, using action words to practice concepts learned in academic areas, and procedures for maximizing "on-task" time are discussed.

Module 6: Evaluation. The evaluation unit focuses on determining the amount of change for each student and modifying instruction based on student reassessment data.

The following criteria were established by project staff for the design of the training modules:

1. Each module should be an independent entity including content, activity, materials, graphics, and resources for presenting that module.
2. Audiovisual components provide the introductory information to the training programs and serve as a stimulus for further training activities and discussion. Audiovisuals may also introduce a skill or technique which requires further explanation or practice during training.
3. Each individual module will contain pre- and post-tests for evaluating the trainees' learning. Mastery levels should be established.

4. Each module will begin with a statement of the goals, process, and objectives of the module defining competencies to be acquired by the trainee.

5. The print materials format will be the same as the existing Leadership Training Manual with adaptations for the severely handicapped highlighted. Figure 9 presents a sample page from one of the modules with the adaptations incorporated.

CONTENT	ACTIVITY	RESOURCES	GRAPHICS	MATERIALS
Step 4: REVIEW THE ASSESSING ACTIVITY PROVIDED FOR EACH OBJECTIVE	Explain Step 4 in Assessing		3.17 Steps in Assessing-Step 4	
The I CAN assessing activity is a teaching/learning activity. Initial assessment is done as the teacher is teaching an objective for the first time. Assessing takes place during instruction on a continuous basis.	Show 3.18 (Assessing Activities - Overhand Throw). Have participants find it in their materials. Explain the purpose of the assessing activity and each part of the sheet. Explain other options (e.g., games) for assessing. Stress that students should give their best performances during an assessing activity. They should be told to "run fast," "throw hard," etc.	IG. IGSH, Chapter 2, Step	3.18 Assessing Activities - Overhand Throw	W.S.3.5 Assessing Activities - Overhand Thro (Training Packet)
Severely handicapped students may need to be assessed individually. Assessing Activities can be modified for assessing students individually or in small groups (two to three students). Aides and assistants can help by directing students' performances during assessment or be recording assessments on the CPSS.	Discuss alternatives for assessing SH students. Review the Assessing Activity for Overhand Throw and discuss how it can be modified for SH students.	IGSH, Chapter 2, Step 4	3.18 (see above)	W.S.3.5 (see above)

Figure 9. Format for Mediated Training Modules Print Materials

Media Package Content: Audiovisual Adaptations. The project staff identified content in the Leadership Training Modules which could be best presented or highlighted through the use of audiovisuals. Figure 10 presents the review process used by the project staff for the development of the prototype audiovisuals for the six training modules: I CAN One, Two, Three (16 mm film) and visuals.

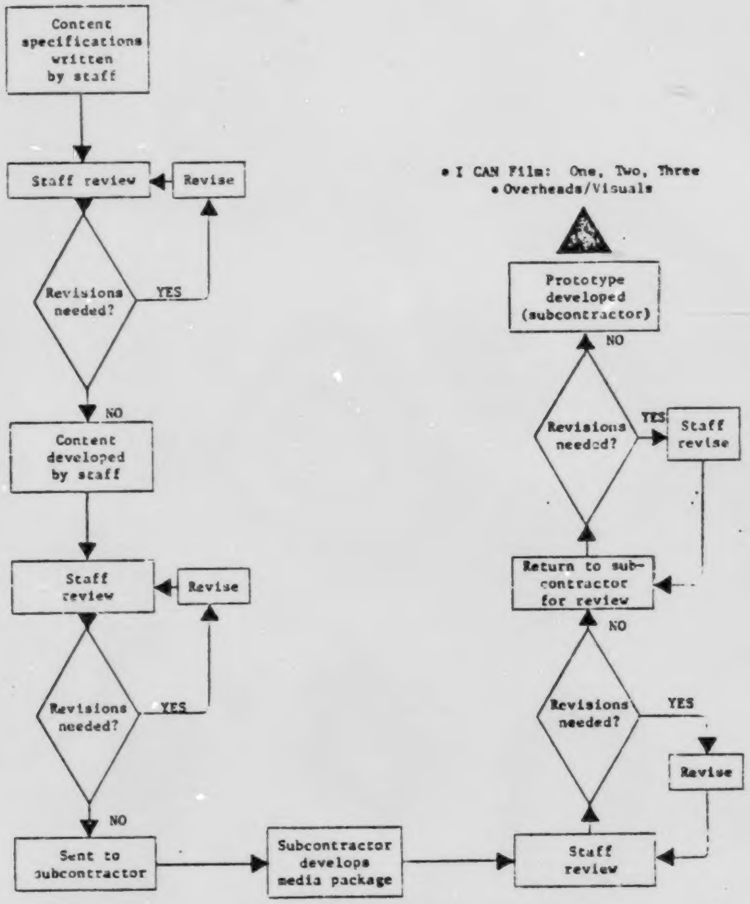
Content specifications written by staff
Staff review
Revise
Revisions needed?
YES
NO
Content developed by staff
Staff review
Revise
Revisions needed?
YES
NO
Sent to subcontractor
Subcontractor develops media package
Staff review
Revisions needed?
YES
Revise
NO
Return to subcontractor for review
Revisions needed?
YES
Staff revise
NO
Prototype developed (subcontractor)
• I CAN Film: One, Two, Three
• Overheads/Visuals

Figure 10. Review Process for the Development of Prototype Media Packages for Leadership Training Manual and Inservice Program

The film (I CAN One, Two, Three) was developed as three separate components. The first component was designed for use with Training Module 1 (Introduction). The second component is used with Training Module 3 (Assessing); the third component accompanies training Modules 4, 5, and 6 (Prescription, Teaching, and Evaluation). The film script can be found in Appendix B-1.[1]

The overhead transparencies were developed to present the content highlights for each of the six training modules. All the overheads were coded to pertinent content of the training module. A list of the topical titles of all the overheads developed for each training module is presented in Appendix B-2.[2]

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[1] A copy of the film (I CAN One, Two, Three) was included with the Final Report submitted to USOE-BEH, Washington, D.C.

[2] Xerox copies of the overheads were included with the Final Report submitted to USOE-BEH, Washington, D.C.

SUMMARY AND IMPLICATIONS

In summary, this formative evaluation-based adaptation report reflects a positive response on the part of the teachers, the consultants, the advisory committee, and the students to the instructional materials adaptation of the existing I CAN curriculum materials. The teacher feedback and reviewers' comments and preliminary student data indicate a general acceptance of the materials. Although specific modifications in the Implementation Guide and the materials were recommended, the body of the content was presented in a manner that was accepted by the teachers as both accurate in content and of value to the students.

The students evaluated in the first field test were, in all but isolated instances, able to achieve the objectives set forth at an acceptable level. In the instances where the levels of performance were not acceptable, the reason was usually traceable to the fact that the steps between skill levels were too difficult for SH students. Based on the analyses of student performance, recommendations were provided to the developers for needed adaptations of the instructional performance objectives and assessing activities, individual instructional activities, games, and records or score sheets. Additionally, games were modified to meet the expressed need for 1:1 activities leading to partner and small group activities. These modified games were included in an appendix to the Implementation Guide.

The essential characteristics of the formative evaluation process are illustrated by the adaptation activities reported here. The systematic gathering of data for the purpose of identifying needed adaptations in the existing I CAN program materials and implementation system has produced effective prototypes for SH students. Perhaps the key element in the entire formative evaluation process is the system for collecting feedback and translating it into recommendations for modifying the instructional materials and inservice training program. With student performance goals and objectives delineated, the modification of instructional materials is accomplished through the use of field trial data, expert opinions, and staff recommendations.

PROJECTIONS FOR FIELD TEST II: 1978-79

Following the completion of the revisions, the revised program is undergoing a second field test during the 1978-79 school year. Figure 11 provides an overview of the workscope of the project for the 12-month period. To obtain a broader geographical representation in the field test population, additional sites have been added. All demonstration sites are located in Michigan. Sites for the mediated training program will occur in Michigan, Wisconsin, South Dakota, Texas, and Vermont.

The purpose of the Year II, 12-month study (from September 1, 1978 through August 31, 1979) is to conduct evaluation and demonstration activities for the use of the I CAN instructional mateirals and mediated training adaptations with teachers and teacher consultants of the SH.

DATE	FOCUS I ACTIVITIES DEMONSTRATION	FOCUS II ACTIVITIES MEDIATED TRAINING	FOCUS III ACTIVITIES REFINEMENT-PRODUCTION-DISSEMINATION
9/1/78-12/31/78	1. Four Michigan demonstration schools for adaptation: 12 teachers, 70 students, 12 classes. 2. Staff trained and evaluation procedures set. 3. Twelve teachers trained to use adaptations and process for modification of I CAN objectives during an 18-week implementation schedule.	1. Five regional coordinators, 18 teacher consultants and 30 teachers of the SH from Michigan, Wisconsin, South Dakota, Texas and Vermont. 2. Staff trained and evaluation procedures set.	1. Dissemination: ·Conferences -AAESPH Conferences -MAHPER - Michigan -SED/A - Michigan -Teachers ·Letters ·Demonstration and training activities
1/1/79-6/31/79	4. Staff monitors implementation (18 weeks) and collects teacher implementation performance data and student performance data.	3. Teacher consultants trained by regional coordinators (three days) with eight-week implementation follow-up schedule. 4. Staff monitors implementation (eight weeks) and collects performance data from all participants.	2. Dissemination: ·Conferences -CEC - Michigan -NCMMH - Symposium -CEC - International ·Letters ·Prepare Awareness Abstract ·Prepare Adaptation Process Paper 3. Plan diffusion strategies ·Formulate a plan ·Expert review ·Finalize
7/1/79-8/31/79	5. Analyze teacher and student performance data.	5. Analyze regional coordinator, teacher consultant and teacher performance data.	4. Summarization: Focus I and II data. 5. Reinfinement/production: ·Adaptation Process Guide ·Teacher Implementation Guide ·Instructional Materials ·Mediated Training Adaptations ·Final Report 6. Dissemination/diffusion: ·Implement diffusion plan ·USOE-BEH copyright ·JDRP potential submission ·Two articles published in professional journals

Figure 11. Project I CAN: Instructional Materials Adaptation and Mediated Training Project (Year II) Activities Projected from September 1, 1978 through August 31, 1979

The project objectives are to:

1. Test and refine selected I CAN Primary Skills instructional materials, the I CAN Implementation Guide, and the adaptation process.
2. Test and refine the mediated training program material adaptations (print and nonprint) for teacher consultants.
3. Provide mediated training and instructional material adaptations for I CAN programs for teacher consultants and teachers.
4. Gain insights about training teachers and teacher consultants of the SH.
5. Gain insights about the cost-effectiveness of adapting existing instructional materials for the SH.
6. Plan diffusion strategies for dissemination of validated adapted products for use with SH children.

The project will be conducted with three focuses, each covering the one-year period, using an evaluation strategy which combines quantitative and qualitative measurements for the purpose of adapting existing I CAN instructional materials, the implementation system, and mediated training program.

Focus 1. Demonstration activities are conducted to determine the effectiveness of adapted I CAN Primary Skills instructional materials for SH students. These activities will identify the effective components of the I CAN instructional material adaptations as well as further modifications based on teacher and student performance data.

Focus 2. Training activities are conducted to determine the effectiveness of a mediated training program and materials adapted for teacher consultants who service teachers of SH. These activities will center on the specification of effective components and needed adaptations in the mediated training program.

Focus 3. Activities will center on final refinements, the summarization of Focus 1 and Focus 2 data, and the production and dissemination of such products as:

1. Instructional materials and mediated training program.
    - a. Implementation Guide for Teachers of the Severely Handicapped
    - b. Four performance objectives
    - c. Audiovisuals for mediated training program to be used in conjunction with the existing I CAN Leadership Training Program Manual
        - ·16 mm film - Introduction (Awareness Film)
        - ·overheads (75 key visuals)
2. Final Project Report
3. Publication of two articles
4. Dissemination action plan for replication of proven products and practices

The project will have the immediate effect of testing an adapted curriculum and mediated training materials for severely handicapped children. It will also establish the specific effects of these materials on teacher consultant, teacher, and student performances. The associated demonstration and training procedures will insure that these materials will be used and that they are placed in the hands of teachers who have the training and program awareness to implement them effectively. Cost-effectiveness will be insured by using already developed, commercially available materials as the basis for the adaptations. The methodology for adaptation which this project will develop could be used in many other contexts to adapt these and other existing materials for other handicapped children.

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APPENDICES

APPENDIX A: Objective 1

- A-1 Summative Status Report Form
- A-2 Self-Monitor Forms
- A-3 Consultant Monitor Forms
- A-4 I CAN Materials Feedback Form
- A-5 I CAN Materials Feedback Debriefing Form
- A-6 Class Performance Score Sheet
- A-7 Modified Performance Objectives on Which Student Data is Reported for Site 1
- A-8 Modified Performance Objectives on Which Student Data is Reported for Site 2
- A-9 Modified Performance Objectives on Which Student Data is Reported for Site 3
- A-10 Unmodified Performance Objectives on Which Student Data is Reported for Sites 1 and 3
- A-11 Four Adapted Performance Objectives (Run, Catch, Abdominal Strength, Body Parts) with Class Performance Score Sheets

APPENDIX B: Objective 2

- B-1 I CAN One, Two, Three 16 mm Film Script
- B-2 Topical Titles of Overheads Developed for the Six Training Modules of the I CAN Leadership Training Manual and Inservice Program

A-1 SUMMATIVE STATUS REPORT FORM

I CAN Implementation

Summative Status Report

Teaching, Evaluation and Planning

Teacher's Name ______________________________

Date ____________________

Interview:

Ask teacher to show you all CPSS and IRPs (or other individual records):

1. Has reassessment been recorded for all students? Yes No NA*

2. Is every skill level gain accompanied by a date inserted on the individual record for all students? Yes No NA

3. Ask the teacher to show you a program plan with stated goals and performance objectives for the developmental level that is of concern to him/her.

    a. Does it exist? Yes No NA

    b. Are there performance objectives for each goal? Yes No NA

4. Ask the teacher to show you the yearly program time matrix.

    a. Does it exist? Yes No NA

    b. Are the performance objectives listed? Yes No NA

    c. Does it have the total physical education time for each month? Yes No NA

    d. Is the total projected time for each PO listed? Yes No NA

5. Ask the teacher to show you all the monthly plans for the total time of instruction.

    a. Do they exist? Yes No NA

    b. Are PO and corresponding time allotments indicated for each instructional day? Yes No NA

Observation:

1. Does the teacher use strategies appropriate for the students' individual learning styles? Yes No NA

2. Did this lesson allow for at least 50% on-task time? Yes No NA

*Not Applicable

A-2 SELF-MONITOR FORMS

I CAN Demonstration 9-77

SELF-MONITOR FORM

Planning

Teacher's Name ____________________________________

Date ____________________________________

					Implementation Guide page number
1.	Have you developed a written program plan with stated goals and performance objectives for the developmental level of your class?	Yes	No	NA*	1-6
2.	Have you completed the yearly program time matrix including:				
	a. Listing all the performance objectives?	Yes	No	NA	3, 6
	b. Recording the total physical education time for each month?	Yes	No	NA	6
	c. Listing projected instructional time for each PO ?	Yes	No	NA	6-7
	d. Distributing instructional time over the school year according to seasonal activities, enabling relationships, school themes, etc.?	Yes	No	NA	6-7, 12
3.	Have you completed monthly program plans at least three months in advance?	Yes	No	NA	7
4.	Do your monthly plans correspond to the yearly program time matrix?	Yes	No	NA	7

Comments:

---

*Not applicable

I CAN Demonstration 9-77

SELF-MONITOR FORM

Assessment

Teacher's Name ______________________________

Date ______________________________

					Implementatio Guide page nu
1.	Do you have some form of a written plan?	Yes	No	NA*	13
2.	Have you completed one Class Performance Score Sheet (CPSS) for every Performance Objective taught thus far?	Yes	No	NA	13-14
3.	Did you use the correct recording symbols and procedures for the CPSS form, as described in the Implementation Guide (page 15, step 5)?	Yes	No	NA	14-15
4.	Did you review the Performance Objectives (POs) for today's assessment?	Yes	No	NA	14
5.	Did you feel familiar with the focal points of each PO prior to assessment?	Yes	No	NA	14
6.	Do you start an assessing activity by demonstrating the skill for your students?	Yes	No	NA	15
7.	Do your assessing activities allow you to have a clear view of each student?	Yes	No	NA	15
8.	When you are engaged in assessing, do you keep all students on-task 50% or more of class time?	Yes	No	NA	
9.	When engaged in assessing, do you make full use of aides and assistants?	Yes	No	NA	15
10.	Do the assessing activities you chose permit a quick but accurate assessment?	Yes	No	NA	15

Comments:

*Not applicable

SELF-MONITOR FORM

Prescription

Teacher's Name ________________________________

Date ________________________________

				Implementation Guide page number
1. Have you written the plan for today's lesson?	Yes	No	NA*	19
2. Have you completed one CPSS for every objective that is included in your lesson plan?	Yes	No	NA	17
3. Have you decided what focal points you will be teaching to each of your students today?	Yes	No	NA	17
4. Have you selected the focal point(s) for individuals based upon:				17
a. Meeting individual needs	Yes	No	NA	
b. Closeness of student performance to the focal point	Yes	No	NA	
c. Instructional groupings	Yes	No	NA	
5. Does your lesson plan include activities and organizations that allow for instruction on the focal point(s) selected for each student?	Yes	No	NA	18
6. Are these activities outlined in the lesson plan?	Yes	No	NA	18
7. Does your lesson plan contain an introduction, body and summary?	Yes	No	NA	18

Comments:

*Not Applicable

I CAN Demonstration 9-77

SELF-MONITOR FORM

Teaching

Teacher's Name ______________________________

Date ______________________________

					Implementation Guide page number
1.	Does setting up equipment and organizing occupy only a minimal amount of your lesson time?	Yes	No	NA*	21
2.	Do all of the games you use relate to a performance objective mentioned in your daily lesson plan?	Yes	No	NA	21
3.	Do you use strategies that correspond to the students' individual learning styles?	Yes	No	NA	21-23
4.	Do you actively involve your aides in the instructional process?	Yes	No	NA	23
5.	Is there only a minimal amount of time used to move students from one organization to another during the class period?	Yes	No	NA	22
6.	Do you teach the focal points that need attention according to the CPSS?	Yes	No	NA	
7.	Do you keep students "on-task" 50% or more of the class time?	Yes	No	NA	22
8.	Do you use any of the following instructional principles during instructional activities?				23
	a. Reinforcement	Yes	No	NA	
	b. Repetition and Practice	Yes	No	NA	
	c. Knowledge of Results	Yes	No	NA	
	d. Self-direction	Yes	No	NA	
	e. Peer Modeling	Yes	No	NA	
9.	Do you reassess your students regularly during instruction?	Yes	No	NA	

Comments:

*Not applicable

I CAN Demonstration 9-77

SELF-MONITOR FORM

Evaluation

Teacher's Name ________________________________

Date ________________________________

		Implementation Guide page number
1. Choose any performance objective that you have taught for a total time of 90 minutes or more.		
a. Have you reassessed your students during instruction for this objective?	Yes No NA*	24
b. Is reassessment information recorded using the I CAN scoring symbols?	Yes No NA	25
c. Have you completed the Individual Record of Progress for each student, following reassessment?	Yes No NA	24
2. Did you decide how much individual focal point gain you will accept as significant and satisfactory at the end of the planned instructional period?	Yes No NA	24
3. What percent of your class made significant gain?	_____%	25
4. Is this satisfactory to you?	Yes No NA	
5. Which of the planning options did you select, based on your student's progress?		25-26
a. Terminate instruction		
b. Continue instruction		
c. Revise instruction		
d. Modify your expectation level		
e. Modify your plan for next year		
6. Did you record your "real" minutes of instruction for this PO on the time matrix?	Yes No NA	

Comments:

*Not applicable

A-3 CONSULTANT MONITOR FORMS

I CAN Demonstration 9/77

CONSULTANT MONITORING FORM

Planning

Teacher's Name______________________________________

Date_____________________________________

Interview		Rf. pg No.
1. Ask the teacher to show you a program plan with stated goals and performance objectives for the developmental level that is of concern to him/her.		1-6
a. Is it completed?	Yes No NA*	
b. Are the performance objectives appropriate?	Yes No NA	
2. Ask the teacher to show you the yearly program time matrix.		6
a. Is it completed?	Yes No NA	
b. Are the performance objectives listed?	Yes No NA	
c. Is the total physical education time for each month recorded?	Yes No NA	
d. Is the total projected time for each PO listed?	Yes No NA	
e. Is the instructional time distributed appropriately to seasonal activities, school themes, etc.?	Yes No NA	
3. Ask the teacher to show you the monthly plan for this month.		7
a. Is it completed?	Yes No NA	
b. Does it correspond to the yearly program time matrix?	Yes No NA	
4. Obtain a copy of the yearly program time matrix and attach it to this section.		

Discussion

1. If "No" for 1a, discuss steps 1 and 2 of Planning. (Chapter 1, Implementation Guide, pp. 1-12)
2. If "No" for 1b, discuss alternative PO selections, pg. 12, Implementation Guide.
3. If "No" for anything in question 2, discuss and explain each point.

Comments: Please write on the back of this form.

*Not Applicable

I CAN Demonstration 9/77

CONSULTANT MONITORING FORM

Assessment

Teacher's Name______________________________

Date____________________________

Pre-Observation Interview (Ask the Teacher)				Ref. pg No.
1. Is there some form of a written plan?	Yes	No	NA*	
2. Has the teacher completed a CPSS for each objective taught thus far?	Yes	No	NA	13-14
3. Did the teacher use correct recording symbols and procedures for the CPSS?	Yes	No	NA	14-15
4. Did the teacher review the PO's for today's lesson and feel familiar with the focal points prior to assessment?	Yes	No	NA	14

Observation

Directions: Teacher should conduct an assessing activity. Both teacher and monitor record student assessment results (monitor at least one-third of students). During the post-observation interview, teacher and monitor will compare results. Monitor should also answer the following questions: 15

Did the teacher use assessing activities (from I CAN or self-made) which:

1. Start with a demonstration of the skill?	Yes	No	NA
2. Allow for a clear view of each student by the teacher?	Yes	No	NA
3. Keep the students "on-task" 50% or more of class time?	Yes	No	NA
4. Make full use of assistants?	Yes	No	NA
5. Permit quick and accurate assessment?	Yes	No	NA

Post-Observation Interview

Discuss any parts above where "No" was indicated as the answer. Compare and discuss the teacher and monitor assessment of the students. If discrepency is found: Review the focal point(s) in question; resolve problem on individual basis.

Comments: Please write on back of this form.

*Not Applicable

CONSULTANT MONITORING FORM

Prescription

Teacher's Name ______________________________

Date ______________________________

Interview		Rf. pg. no.
1. Ask the teacher to show you today's lesson plan.		19
a. Is it completed?	Yes No NA*	
b. Does it contain an introduction, body and summary?	Yes No NA	
c. Does it contain an outline of the learning activities and organization?	Yes No NA	
2. Is there a CPSS with assessment data recorded for all objectives taught in that lesson?	Yes No NA	19
3. a. Randomly select one Performance Objective being taught.		16-17

b. Randomly select three students from the CPSS.

c. Ask the teacher to indicate which focal point from the selected objective (s)he will teach to each of the three students.

d. Write down the CPSS mark (O or X) for the focal point indicated by the teacher.

Student	Focal Point Selected	CPSS Mark
1		
2		
3		

*Not Applicable

Rf. pg.
no.

4. What reason does the teacher give for selecting the focal point in question #3? Please use the following key.

Key

a. To meet the unique needs of an individual student.

b. Closeness of student performance to the focal point.

c. Instructional grouping.

d. Other reason: (Use space below to specify).

Student	Circle as many as apply			
1	a	b	c	d
2	a	b	c	d
3	a	b	c	d

---

5. Did the teacher consider the following in developing the teaching activities?				18
a. Skill levels (and focal point) achieved by most students	Yes	No	NA*	
b. Number of students	Yes	No	NA	
c. Number of teachers and aides	Yes	No	NA	
d. Size of area available	Yes	No	NA	
e. Amount of equipment	Yes	No	NA	
f. Instructional groupings	Yes	No	NA	
6. Does the lesson plan include activities that allow for instruction on the focal points selected for each student?	Yes	No	NA	19
7. Did the teacher know how to find the appropriate instructional activity sheets?	Yes	No	NA	18
8. Did the teacher understand how to use these sheets?	Yes	No	NA	18

Comments: Write on back of form.

*Not Applicable

I CAN Demonstration 9-77

CONSULTANT MONITORING FORM

Teaching

Teacher's Name ______________________________

Date ______________________________

Observation:				Rf. pg. no.
1. Did the teacher use a minimal amount of time in setting up equipment and/or organizing materials?	Yes	No	NA*	21
2. Did all of the games played relate to a performance objective mentioned in the daily lesson plan?	Yes	No	NA	21
3 Does the teacher take advantage of opportunities for "double payoffs" whenever possible?	Yes	No	NA	
4. Does the teacher use strategies appropriate for the students' individual learning styles?	Yes	No	NA	21-23
5. Does the teacher use aides as active members of the instructional team?	Yes	No	NA	23
6. Is there only a minimal amount of time used to move students from one organization to another during the class period?	Yes	No	NA	22
7. Using the CPSS as a guide, does the teacher emphasize the focal point(s) needing attention?	Yes	No	NA	
8. Did the teacher keep the students on-task 50% or more of the class time?	Yes	No	NA	22
9. Which of the following did the teacher effectively utilize?				23
a. Reinforcement	Yes	No		
b. Repetition & Practice	Yes	No		
c. Knowledge of Results	Yes	No		
d. Self-direction	Yes	No		
e. Peer Modeling	Yes	No		

*Not Applicable

Observation				Rf. pg. no.
10. Did the lesson clearly contain an introduction, body and summary?	Yes	No	NA*	19
11. Did the instructional lesson follow the lesson plan?				

Comments:

*Not Applicable

I CAN Demonstration 9-77

CONSULTANT MONITORING FORM

Evaluation

Teacher's Name ______________________________

Date ______________________________

Rf. pg. no.

Obtain CPSS for any objective taught for at least 90 minutes thus far. 25

1. Has student reassessment data been recorded correctly on the CPSS? Yes No NA*

Select randomly three students from the CPSS and ask to see their Individual Records of Progress (IRP).

2. Have the IRPs been completed? Yes No NA

3. Ask the teacher how much individual focal point gain will be accepted as significant and/or satisfactory at the end of the planned instruction period for any selected PO. 26

   1 FP 2 FP 3 FP

4. What percent of the class does the teacher expect will make the significant gain? 26

   number of students in class =

   how many will achieve it = % =

5. How much average FP gain has been made so far? __________ 26

6. Does this represent progress toward the gain that is expected by the teacher? Yes No NA 26

7. If question 6 was answered "No," discuss with the teacher the consideration of the following planning options: 27

   a. Terminate instruction on this performance objective.
   b. Continue instruction, if of high priority.
   c. Revise your instructional materials, your approach or your methods.
   d. Modify your expectation level.
   e. Modify your plan for next year based on this year's experience.

8. Which option(s) did the teacher select? ______________________________

____

Comments: Please write on back of this form.

*Not Applicable

A-4 I CAN MATERIALS FEEDBACK FORM

I CAN MATERIALS FEEDBACK FORM 1/17/78

Teacher ____________________ School ____________________

Consultant ____________________ Date ____________________

Type of students __________ Performance Objective (PO) __________

Date instruction on this PO began ____________ Ended ____________

Total minutes of instruction on this PO ____________________

DIRECTIONS: Please respond frankly to each of the questions below regarding the materials for one I CAN performance objective (PO). Your answers will provide the basis for a "debriefing" interview with an I CAN consultant to identify any changes you suggest to make the materials more useful to teachers.

A. Assessment

1. Were you able to assess your students within the existing skill levels for this PO? YES NO
2. Were you able to assess your students on the focal points as stated for this PO? YES NO
3. Did you use the Class Performance Score Sheet and the assessment recording process without modifications, to record your students' performance? YES NO
4. Did you use the Assessing Activity written for this PO? YES NO

B. Prescription/Teaching

5. Did you use I CAN Instructional Activities as written? YES NO
6. Did you use any I CAN games as written for this PO? YES NO

C. Reassessment

7. Were you able to use recorded reassessment information on the Class Performance Score Sheet for evaluating student progress? YES NO
8. Did you use the Individual Record of Progress without modifications, to report student progress? YES NO

D. Evaluation/Instructional Decision-Making

9. Did you record the actual amount of time you spent teaching this PO? YES NO
10. Did you evaluate the effectiveness of instruction on this objective in terms of student progress? YES NO
11. Did you change your program plan after evaluating student progress? YES NO

Any comments you would like to add please put on the back side of this page.

A-5 I CAN MATERIALS FEEDBACK DEBRIEFING FORM

1/17/78

I CAN Materials Feedback
Debriefing Form

Teacher ____________________________ PO ____________________________

Consultant ____________________________ Date ____________________________

DIRECTIONS TO THE CONSULTANT: Using the teacher's responses to each question on the Materials Feedback Form as a guide, interview the teacher for answers to the following questions. Be as specific as possible when describing alternatives or modifications suggested by the teacher, and ask for the rationale behind each suggestion. Where appropriate, attach copies of alternative materials used by the teacher (e.g., score sheets, objectives, games, etc.). Attach the Materials Feedback Form completed by the teacher to this form after the interview. The interview should be taped whenever possible.

Q #	Teacher's Response	Debriefing Question(s)
1.0		Were you able to assess your students within the existing skill levels for this PO?
	YES	1.1 At what skill level do most of your students enter? 1____ 2____ 3____ 4____ 5____ 6____
	NO	1.2 If a skill level below Level 1 was needed, please describe the prerequisite skill(s) required: a. Motor b. Cognitive c. Social
2.0		Were you able to assess your students on the focal points as stated for this PO?
	YES	None
	NO	2.1 Why?
		2.2 If focal points were broken down into smaller steps, list below, or attach copy of score sheet.

Debriefing Form
Page 2

Q #	Teacher's Response	Debriefing Question(s)
3.0		Did you use the Class Performance Score Sheet and the assessment recording process without modifications, to record your students' performances?
	YES	None
	NO	3.1 Describe modifications and rationale below. Attach copy, if necessary.
4.0		Did you use the Assessing Activity written for this PO?
	YES	None
	NO	4.1 Why?
		4.2 What was used as an alternative? Why?
5.0		Did you use I CAN Instructional Activities as written?
	YES	None
	NO	5.1 Why?
		5.2 Describe modifications/alternatives and rationale by skill level and focal point below:

	Modification	Rationale
Directions:		

Q #	Teacher's Response	Debriefing Question(s)		
			Modification	Rationale
		What to do:		
		What to say:		
		Materials:		
		Organization:		
6.0		Did you use any I CAN games as written for this PC		
	YES	6.1 Which games were used?		
	NO	6.2 Why?		
		6.3 What alternatives were used? Why?		
7.0		Were you able to use recorded reassessment information on the Class Performance Score Sheet for evaluating student progress?		
	YES	None		
	NO	Why?		
8.0		Did you use the Individual Record of Progress without modifications, to report student progress?		
	YES	None		
	NO	8.1 Why?		
		8.2 What was used instead? Why? Attach or describe a copy.		

Q #	Teacher's Response	Debriefing Question(s)

9.0 Did you record the actual amount of time you spent teaching this PO?

YES 9.1 Attach copy of program plan time matrix with projected and actual time recorded.

9.2 Indicate the optimal time that should be scheduled for class instruction on this PO to maximize learning for the majority of the teacher's students:

____Every day: ___30 min. ___20-29 min. ___10-19 min. ___0-9 min.

____Every other day: ___30 min. ___20-29 min. ___10-19 min.

____Once a week: ___30 min. ___20-29 min. ___10-19 min. __0 9 min.

____Twice a month: ___30 min. ___20-29 min. ___10-19 min. ___0- min

9.3 Check the teacher's evaluation of the suggested time for instruction on the following types of I CAN objectives:

Fundamental Skills:	180 min.	OK___	Low___	High___	Should be___
Health/Fitness:	180 min.	OK___	Low___	High___	Should be___
Body Management:	120 min.	OK___	Low___	High___	Should be___
Social Skills	60 min.	OK___	Low___	High___	Should be___
Sport-Leisure Skills:	180 min.	OK___	Low___	High___	Should be_

NO 9.4 Why?

10.0 Did you evaluate the effectiveness of instruction on this objective in terms of student progress?

YES 10.1 How was effectiveness determined?

____ For the whole class ____ For individual students

10.2 What did you determine would be meaningful student gain for this PO?

NO 10.3 What, if any, alternative evaluation was used? Why?

Q #	Teacher's Response	Debriefing Question(s)
11.0		Did you change your program plan after evaluating student progress?
	YES	11.1 How was the plan altered?
		11.2 What factors did the teacher consider in making the alteration?
	NO	11.3 Why not?

I CAN

CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Run

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
N = Achieved
Ø = Not achieved

***PRIMARY RESPONSES**

N - Nonattending
NR - No response
UR - Unrelated response
O - Other (specify in comments)

FOCAL POINT	STD.
Assisted Nonsupport	
Nonsupport	50%
a 90° Swing Leg Flexion	
b Foot Placement on Line	100 ft.
c Heel-Toe Touch Down	
d Arm Opposition	c
e Smooth Integration	
a Accelerate	10
b Decelerate	strides
Pacing	±5 sec.
a Lean to Inside	
b Change Speed	c
c Obstacle Course	
Primary Responses*	

	1	2			3				4	5		6			
NAME			a	b	c	d	e	a	b		a	b	c		COMMENTS
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															

APPENDIX A-7

MODIFIED PERFORMANCE OBJECTIVES ON WHICH STUDENT DATA IS REPORTED FOR SITE 1

I CAN

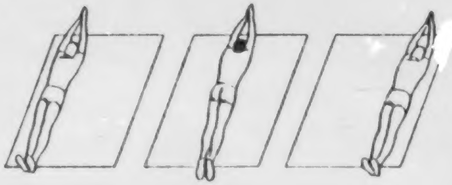
PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL KICK

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To stand on one foot.	Given a verbal request, a demonstration, and physical assistance, the student can stand on one foot in this manner: a. Stand with hand on a wall or the back of a chair b. Pick up the foot preferred for kicking.
2. To kick a ball without assistance.	Given a verbal request and a demonstration, a student with the ability to stand on one foot can kick a stationary 16-inch ball to target placed one foot away without assistance, two out of three times, in this manner: a. Stand with hand on a wall or the back of a chair b. Pick up the foot preferred for kicking c. Focus eyes on the ball d. Swing the kicking leg back (knee flexed) e. Follow through with the kicking leg f. Contact center of the ball with foot g. Propel ball to target.
3. To kick a ball while standing independently.	Given a verbal request and a demonstration, a student with the ability to kick a ball while holding onto a support will kick a stationary ball while standing independently, two out of three times, according to the following sequential performance standards: a. Propel a 16-inch ball to a target from a distance of one foot b. Propel a 16-inch ball to a target from a distance of two feet c. Propel an eight-inch ball to a target from a distance of one foot d. Propel an eight-inch ball to a target from a distance of two feet.

I CAN

PERFORMANCE OBJECTIVE:
TO PERFORM A FUNCTIONAL LOG ROLL

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To perform a log roll with assistance.	Given a verbal request, a demonstration, and physical assistance the student can perform a log roll 2 out of 3 times in a manner characterized by: a. Body in prone position with arms extended over head and legs together b. Movement from prone to supine to prone position while body remains extended.
2. To perform a log roll without assistance.	Given a verbal request and a demonstration, the student can imitate, model, or mirror the action of a log roll 2 out of 3 times in a manner characterized by: a. Body in prone position with arms extended over head and legs together b. Movement from prone to supine to prone position while body remains extended.
3. To perform a mature log roll. 	Given a verbal request and a demonstration the student can perform a log roll for a distance of 10 feet, 2 out of 3 times, in a manner characterized by: a. Body in prone position with arms extended over head and legs together b. Movement from prone to supine to prone position while body remains extended c. Body rolls along a straight path (belt line stays within a 1-1/2-foot wide centerline on the rolling surface).

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL TWO-HAND ROLL

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To demonstrate a two-hand roll with assistance.	Given a verbal request, a demonstration, and physical assistance, a student with the ability to sit on the floor can propel an eight to 10-inch ball for a distance of at least three feet, two out of three times without resistance, in this manner: a. Place the palms of both hands on the ball b. Push the ball in the anticipated direction.
2. To demonstrate a two-hand roll without assistance.	Given a verbal request and a demonstration, a student with the ability to push a ball with assistance can propel an eight to 10-inch ball to a 24-inch wide target placed three feet away without assistance, two out of three times, in this manner: a. Focus eyes on the target b. Place the palms of both hands on the ball c. Push the ball toward the target.
3. To demonstrate a mature two-hand roll.	Given a verbal request and a demonstration, a student with the ability to push a ball without assistance can propel an eight to 10-inch ball to a 24-inch wide target placed five feet away, two out of three times, in this manner: a. Push the ball toward the target with both hands b. Roll the ball a distance of at least three feet without slowing c. Hit the target with the ball.

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL LEVEL OF ABDOMINAL STRENGTH AND ENDURANCE

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To perform a bent-leg sit-up with assistance.	Given a verbal request, a demonstration, and physical assistance through the entire movement, the student can perform a bent-leg sit-up two out of three times without resistance in this manner: a. Starting position on back with knees flexed 90 degrees, feet flat on floor, give hands to helper b. Curl up by tucking chin and lifting trunk (with hands held) c. Return to starting position by uncurling trunk and lowering head in a controlled movement (with hands held).
2. To perform a bent-leg sit-up with partial assistance.	Given a verbal request, a demonstration, and partial assistance (hands held but action performed independently), the student can perform a bent-leg sit-up two out of three times in this manner: a. Assume starting position on back with knees flexed 90 degrees, feet flat on floor, give hands to helper b. Initiate curl-up by tucking chin and lifting trunk (with hands held) c. Independently return to starting position by uncurling trunk and lowering head in a controlled movement (with hands held).
3. To perform a bent-leg sit-up without assistance.	Given a verbal request, a demonstration, and a helper lightly holding the elbows, the student can perform two consecutive bent-leg sit-ups in this manner: a. Curling up and lifting the trunk b. Keeping the arms straight c. Touching the hands to the knees d. Returning in a controlled fashion to the starting position e. Starting and stopping on command.

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL CATCH

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To catch with assistance.	Given a verbal request, a demonstration, and physical assistance, the student in a sitting position can catch or trap with hands or arms and chest a 12-inch ball lofted directly into his/her arms from a distance of two feet. The student can maintain control of the ball two out of three times without resistance.
2. To catch without assistance.	Given a verbal request, a demonstration, and the ability to catch with assistance, the student in a sitting position can catch or trap with hands or arms and chest a 12-inch ball lofted directly into his arms from a distance of two feet. The student can do this two out of three times in this manner: a. Focus eyes on the ball b. Hands in front of body, elbows flexed near sides in preparation for receiving the ball c. Trap or catch ball with hands or arms and chest.
3. To demonstrate a functional rudimentary catch while sitting.	Given a verbal request, a demonstration, and the ability to catch without assistance, the student in a sitting position can catch a 12-inch ball lofted softly to the middle of the chest from a distance of three feet, two out of three times, in this manner: a. Hands in front of the body, elbows flexed near sides in preparatory position b. Extension of the arms in preparation for ball contact c. Contact the ball with hands only d. Elbows bend as arms absorb the force of the ball.
4. To demonstrate a functional catch.	Given a verbal request, a demonstration, and the ability to perform Skill Level 3, the student will catch a 12-inch ball with a functional rudimentary pattern according to the following standards: a. Catch a ball lofted from a distance of five feet, in a sitting position b. Catch a ball lofted from a distance of five feet, standing.

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL TWO-HAND THROW

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To throw a ball with assistance.	Given a verbal request, a demonstration, and physical assistance, the student can throw a 12-inch ball two out of three times in this manner: a. Hold the ball with both hands, elbows flexed near sides b. Thrust the ball away from the body by extending the arms c. Release the ball in the anticipated direction of the throw.
2. To throw a ball without assistance.	Given a verbal request and a demonstration, a student with the ability to throw a ball with assistance can throw a 12-inch ball at a three-foot square target placed two feet away, two out of three times, in this manner: a. Eyes focused on the target b. Hold the ball with both hands, elbows flexed near sides c. Thrust the ball away from the body by extending the arms d. Release the ball in the direction of the target e. Hit the target.
3. To thorw a ball with accuracy.	Given a verbal request and a demonstration, a student with the ability to perform Skill Level 2 can throw a ball with accuracy according to the following sequential standards: a. Throw an eight-inch ball to hit a three-foot square target from a distance of three feet b. Throw an eight-inch ball to hit a three-foot square target from a distance of five feet c. Throw a six-inch ball to hit a three-foot square target from a distance of three feet d. Throw a six-inch ball to hit a three-foot square target from a distance of five feet.

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL FORWARD ROLL

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To perform a forward roll with assistance.	Given a verbal request, a demonstration, and physical assistance through the entire movement, the student can perform a forward roll (squat with hands and feet on mat, chin tucked to chest, roll across back to sitting position). The student will perform two out of three times without resistance.
2. To perform a forward roll without assistance.	Given a verbal request and a demonstration, the student can roll forward two out of three times in this manner: a. Bend over at the waist b. Assume a squatting position on the mat c. Place hands on mat d. Roll forward so that back of head is placed on mat e. Roll across back to sitting position.
3. To perform a mature forward roll.	Given a verbal request and a demonstration, the student can perform a forward roll two out of three times in this manner: a. Assume a squatting position on the mat b. Place hands on mat outside knees, fingers spread and pointing straight ahead c. Tuck chin to chest d. Roll over in a straight path e. Roll across back to sitting position.

APPENDIX A-8

MODIFIED PERFORMANCE OBJECTIVES ON WHICH STUDENT DATA IS REPORTED FOR SITE 2

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE: To Kick A Rolling Ball Without Assistance.

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. Attends to the object	1. Given a verbal the student will attend to the object for 3 seconds 100 per cent of the time.
2. To kick a ball sitting	2. Given a verbal request, a demonstration and physical assistance the student will kick a stationary ball, while sitting in a chair, without resistance 100 per cent of the time.
3. To kick a ball sitting	3. Given a verbal request and a demonstration the student will kick a stationary ball 100 per cent of the time.
4. To kick a ball standing	4. Given a verbal request and a demonstration the student will kick a stationary ball the required distance while standing 100 per cent of the time (5'10")
5. To kick a ball with steps	5. Given a verbal request and a demonstration the student will kick a stationary ball the required distance by taking at least one step 100 percent of the time. (5'10"+)
6. To kick a rolling ball	6. Given a verbal request and a demonstration the student will kick a rolling ball whil stationary the required distance 100 per cent of the time. (5'10'+).
7. To kick a rolling ball with steps	7. Given a verbal request and a demonstration the student will kick a rolling ball by taking at least one step the required distance 100 per cent of the time. (5'10"+)

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE TO CATCH A BALL WITHOUT ASSISTANCE

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. To hold a ball without assistance.	1. Given a verbal request a demonstration and physical assistance the student will hold a ball with both hands without resistance for a period of three seconds 100% of the time.
2. To hold a ball without assistance.	2. Given a verbal request and a demonstration the student will hold a ball with both hands without assistance for a period of three seconds 100% of the time.
3. To sit in a chair and trap a a ball with assistance.	3. Given a verbal request a demonstration and physical assistance the student, while sitting in a chair will trap a thrown ball without resistance 100% of the time.
4. To sit in a chair and trap a ball without assistance.	4. Given a verbal request and a demonstration the student, while sitting in a chair will trap a ball without assistance 100 % of the time.
5. To catch a bounced ball while standing without assistance.	5. Given a verbal request and a demonstration the student, while standing, will catch a bounced ball without assistance 100% of the time from distances of (2', 4' & 10')
6. To catch a ball while standing without assistance.	6. Given a verbal request and a demonstration the student, while standing, will catch a ball without assistance 100% of the time from distances of (2', 4' & 10').
7. To catch a ball thrown to the right or left of the student.	7. Given a verbal request and a demonstration the student will move into position to catch a thrown ball that is off to the right or left without assistance 3 out of 5 times.

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE Trampoline

Branch ISD, Coldwater
Eastwood School(SMI)
Teachers: Pete Goodreau,
Tom Sowles

ENABLING OBJECTIVES	FOCAL POINTS FOR ACTIVITY
1. a. Climb on trampoline with assistance.	1. a. Given a verbal request and demonstration, the student will climb on the trampoline with assistance.
b. Sit in center of trampoline with assistance.	b. Given a verbal request and demonstration, the student with ability to climb on the trampoline with assistance, will sit in the center of the trampoline with assistance.
c. Stand in the center of trampoline with assistance.	c. Given a verbal request and demonstration, the student with ability to sit in the center of the tramp with assistance, will stand in the center of the trampoline with assistance.
2. Jump one (1) time with assistance.	2. Given a verbal request and demonstration, the student with ability to stand in the center of the tramp with assistance, will jump 1 time with assistance.
3. Jump two (2) times with assistance.	3. Given a verbal request and demonstration, the student with ability to jump one time with assistance, will jump two (2) times with assistance.
4. Jump ten (10) times with assistance.	4. Given a verbal request and demonstration, the student with ability to jump two times with assistance, will jump 10 times with assistance.
5. Jump one (1) time without assistance.	5. Given a verbal request and demonstration, the student with ability to jump ten times with assistance, will jump one (1) time without assistance.
6. Jump two (2) times without assistance.	6. Given a verbal request and demonstration, the student with ability to jump one time without assistance, will jump two (2) times without assistance.
7. Jump ten (10) times without assistance.	7. Given a verbal request and demonstration, the student with ability to jump two times without assistance, will jump ten (10) times without assistance.

I CAN

TEACHING-LEARNIN CTIVITIES

PERFORMANCE OBJECTIVE: To ride a bike in a pattern without assistance

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. A. To sit with assistance. B. To place hands on handlebars with assistance. C. To place feet on peddles with assistance.	1. A.B.C. Given a verbal request, a demonstration and physical assistance the student will perform A,B,and C for a period of five seconds without resistance 100% of the time.
2. A. To sit without assistance. B. To place hands on handlebars without assistance. C. To place feet on peddles without assistance.	2. A.B.C. Given a verbal request, and a demonstration and physical assistance the student will perform A,B, and C for a period of five seconds 100% of the time.
3. To peddle with assistance.	3. Given a verbal request, a demonstration and physical assistance the student will peddle the tricycle without resistance 100% of the time the following revolutions: A-1; B-2; C-3.
4. To peddle without assistance	4. Given a verbal request and demonstration the student will peddle the tricycle without assistance 100% of the time the following revolutions. A-1; B-2; C.3.
5. To steer in a straight line with assistance.	5. Given a verbal request, a demonstration and physical assistance the student will steer a tricycle in a line for a distance of 20 ft. without resistance 100% of the time.
6. To steer in a straight line without assistance.	6. Given a verbal request and a demonstration the student will steer a tricycle in a straight line for a distance of 20 ft. without assistance 100% of the time.
7. To turn with assistance.	7. Given a verbal request, a demonstration and physical assistance the student will turn the tricycle around a cone 180" to the right or left without resistance 100% of the time.
8. To turn without assistance.	8. Given a verbal request and a demonstration the student will turn the tricycle arou a cone 180 degrees to the right or left without assistance 100% of the time.
9. To ride in a circle.	9. Given a verbal request and a demonstration the student will ride a tricycle in a
10. Ride a two-wheeled bike without assistance	10. Given a verbal request and a demonstration the student will ride a two wheeled bik in a circle without assistance 100% of the time.

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE : TO DEMONSTRATE AN AWARENESS OF DIRECTIONS IN SPACE.

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. To move the body in various directions with assistance.	1. Given a verbal request, a demonstration and physical assistance the student can move the body or a body part without resistance in each of the following directio 100% of the time. (A. Forward; B. Backward; C. Up; D. Down).
2. To move the body in various directions with a visual cue.	2. Given a verbal request and a demonstration, the student can move, through imitation, the body or specified body parts in each of the following directions 100% of the time. (A. Forward; B. Backward; C. Up; D. Down).
3. To move the body in various directions with a verbal cue.	3. Given a verbal cue like SHOW ME HOW YOU CAN MOVE FORWARD, the student can move th body or specified body parts in the following directions 100% of the time. (A. Forward; B. Backward; C. Up; D. Down.)
4. To move the body and/or body parts in different directions in relation to other objects.	4. Given a verbal request like SHOW ME HOW YOU CAN MOVE YOUR BODY IN FRONT OF THIS OBJECT, the student can move his/her body and/or body part into each of the following directional relationships positions 100% of the time. (A. Over, Under; B. Front of, Behind; C. Inside, Outside.)

CAN

TEACHING-LEARNING / TIVITIES

PERFORMANCE OBJECTIVE TO WALK A RAISED BEAM WITHOUT ASSISTANCE

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. To walk a 4" raised beam with assistance.	1. Given a verbal request and a demonstration and physical assistance, the student will walk a 4" raised beam 2,4,6, and 8 feet without stepping off 100% of the time.
2. To walk a 4" raised beam without assistance.	2. Given a verbal request and a demonstration the student will walk a 4" raised beam without assistance and without stepping off 100% of the time.
3. To walk a 2" raised beam with assistance.	3. Given a verbal request and a demonstration and physical assistance the student will walk a 2" raised beam 2,4,6, & 8 feet without stepping off 100% of the time.
4. To walk a 2" raised beam without assistance.	4. Given a verbal request and a demonstration the student will walk a 2" raised beam without assistance and without stepping off 100% of the time.
5. To walk a 2" raised beam to center, change direction 180 degrees with assistance.	5. Given a verbal request and a demonstration the student will walk to the center of a 2" raised beam, change direction 180 degrees, with assistance, without stepping off 100% of the time.
6. To walk a 2" raised beam to center, change direction 180 degrees, without assistance.	6. Given a verbal request and a demonstration the student will walk to the center of a 2" raised beam, change direction 180 degrees, without assistance, without stepping off, 100% of the time.
7. To walk a 2" raised beam backward with assistance.	7. Given a verbal request and a demonstration and physical assistance the student will walk backward 2,4,6, & 8 feet without stepping off 100% of the time.
8. To walk a 2" raised beam backward without assistance.	8. Given a verbal request and a demonstration the student will walk backward on a 2" raised beam without assistance and without stepping off 100% of the time.

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE : To walk up and down six steps without assistance.

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. To walk up stairs without assistance	1. Given a verbal request, demonstration and physical assistance the student will walk up 1,3,and 6 steps without resistance 100% of the time.
2. To walk down stairs with assistance.	2. Given a verbal request, demonstration and physical assistance the student will walk up 1,3, and 6 steps without resistance 100% of the time.
3. To walk up stairs without assistance.	3. Given a verbal request and a demonstration the student will walk up 1,3, and 6 steps without assistance 100% of the time.
4. To walk down stairs without assistance.	4. Given a verbal request and a demonstration the student will walk down 1,3, and 6 steps without assistance 100% of the time.

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE TWO HAND CHEST PASS TO A BARREL

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. A. To grasp a ball (2 hands) with assistance	A. Given a verbal request, a demonstration and physical assistance the student will be able to hold a 10" ball for five seconds with both hands without resistance 100 % of the time.
B. To release a ball with assistance	B. Given a verbal request a demonstration and physical assistance the student will release a 10" ball without resistance 100% of the time.
2. A. To Grasp a ball (2 hands) without assistance	A. Given a request and a demonstration the student will be able to hold a 10" ball with both hands for five seconds without assistance 100% of the time.
B. To release a ball without assistance	B. Given a verbal request and a demonstration the student will be able to release a 10" ball without assistance 100% of the time.
3. To pass a ball to a barrel with assistance	A. Given a verbal request, a demonstration and physical assistance the student will able to pass a ball into a barrel from a distance of two feet without resistance 100% of the time.
4. To pass a ball to a barrel without assistance	A. Given a verbal request and a demonstration the student will be able to pass a bal to a barrel placed 2,4,6,8, and 10 feet away without assistance 60% (3/5) of the time.

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE : FROM WALK TO RUN PROGRESSION

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. To walk with Assistance	1. Given a verbal request, a demonstration, and physical assistance, the student wit the ability to stand can walk a distance of 30 ft. without resistance 100% of the time.
2. To walk without Assistance	2. Given a verbal request and a demonstration the student with the ability to walk without assistance can exhibit a walk for a distance of 30ft. unassisted 100% of the time.
3. To run with Assistance	3. Given a verbal request, a demonstration, and physical assistance the student with the ability to walk can exhibit the ability to run with an instructor without resistance for a distance of 10',20' and 30' 100% of the time.
4. To run without Assistance	4. Given a verbal request, and a demonstration, a student with the ability to run wi assistance can run a distance of (10';20'; 30') in a manner that is faster than a walk 100% of the time.
5. Shuttle Run	5. Given a verbal request, and a demonstration the student with the ability to run w run a distance of 30' pick up an object and return to the staring point 100% of the time.
6. Baserunning	6. Given a verbal request and a demonstration the student with the ability to run wi be able to run (1,2,3,4,) bases spaced 20' apart 100% of the time.

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE : To Identify Key Body Parts.

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. To identify large body parts with assistance	1. Given a verbal request, a demonstration and physical assistance the student can point to or move, without resistance the desired body parts 100 per cent of the time. (Head, Arms, Legs)
2. To identify large body parts with visual cue.	2. Given a verbal request and a demonstration the student can identify by pointing or moving the desired body part 100 per cent of the time. (Head, Arms, Legs)
3. To identify large body parts with verbal cue.	3. Given a verbal request like "Show me your head" the student can point to or move the body part, such that the teacher can determine the appropriateness of the response for the desired body part. (Head, Arms, Legs).
4. To identify small body parts with verbal cue.	4. Given a verbal request like "Show me your nose" the student can point to or move the body part such that the instructor can determine the appropriateness of the response for at least two of the small body parts for each large body part. Head(nose, chin, eyes, ears) Arms(hand, fingers, elbow). Legs(knees, feet, toes).

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE: To Roller Skate Without Assistance

SKILL LEVEL	FOCAL POINTS FOR ACTIVITY
1. To wear roller skates	1. Given a verbal request and assistance the student will wear roller skates.
2. To stand on roller skates with assistance.	2. Given a verbal request the student will stand on roller skates with assistance.
3. To stand on roller skates without assistance.	3. Given a verbal request the student will stand on roller skates without assistance.
4. To skate on mat or rug with assistance.	4. Given a verbal request the student will roller skate on the mat or rug with assistance.
5. To skate on mat or rug without assistance.	5. Given a verbal request the student will skate on a mat or rug the required distance (2,4,6,8, and 10 feet).
6. To skate on floor with assistance.	6. Given a verbal request the student will roller skate on the floor with assistance.
7. To skate on floor without assistance.	7. Given a verbal request the student will roller skate on the floor the required distances 100 per cent of the time. (2,4,6,8, and 10 feet).

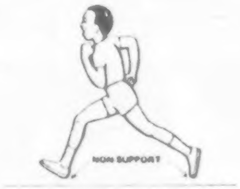
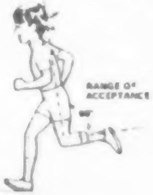
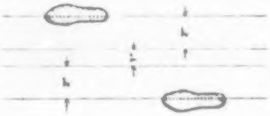
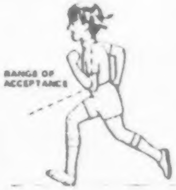
APPENDIX A-9

MODIFIED PERFORMANCE OBJECTIVES ON WHICH STUDENT DATA IS REPORTED FOR SITE 3

I CAN

PERFORMANCE OBJECTIVE:

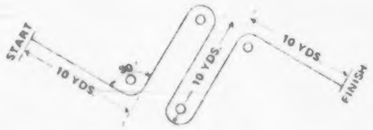
TO DEMONSTRATE A FUNCTIONAL RUN

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To run with assistance.	Given a verbal request, a demonstration of mature running pattern, and physical assistance, the student with ability to walk can exhibit consistent periods of nonsupport (both feet temporarily off the ground) for at least half the strides taken over a distance of 50 feet, without resistance.
2. To run without assistance.  	Given a verbal request and a demonstration of mature running pattern, the student with ability to run with assistance can exhibit consistent periods of nonsupport for at least half of the strides taken over a distance of 50 feet, unassisted.
3. To demonstrate a mature run. a.  b.  d.  	Given a verbal request and a demonstration, the student with ability to run without assistance can run 100 feet at moderate to fast speeds (with a stride at least one and one half times as long as the normal walking stride), in this manner: a. Knee of nonsupporting leg bent more than 90° from side view b. Foot placement near or on line (inside edge of foot touching within 2 inches on either side of a 1-inch line) c. Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement (*not* a flat-footed placement) d. Arms in opposition to legs, elbows bent e. Smooth (*not* mechanical or jerky) integration of four points listed.

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL RUN

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
4. To change speed while running.	Given a verbal request and a demonstration, the student can accelerate and decelerate with a mature running pattern in this manner: a. Accelerate from a stand to a moderate or fast run within 10 running strides. b. Decelerate to a stop from a fast or moderate run within 10 running strides.
5. To demonstrate pacing ability.	Given a verbal request and a demonstration, the student can run with a mature pattern in such a way that his times for the first 100 yards and the second 100 yards of a 200-yard run are within 5 seconds of each other (maintain constant speed).
6. To change direction while running. a. BODY LEAN AT OR BELOW 60° c. 	Given a verbal request, a demonstration, and the ability to accelerate and decelerate as described above, the student can change direction while running at moderate to fast speeds in this manner: a. Lean to the inside of each turn b. Decelerate in preparation for the turn and accelerate following the turn c. Run a 50-yard obstacle course within two and one-half times as long as it takes to run a 50-yard dash (if student runs 50 yards in 10 seconds, the criterion time for the obstacle course for that student is 25 seconds).

I CAN

PERFORMANCE OBJECTIVE:

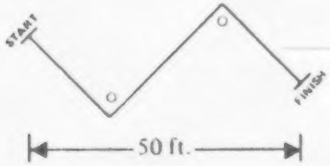
TO DEMONSTRATE A FUNCTIONAL CONTINUOUS BOUNCE

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To bounce a ball with assistance.	Given a verbal request, a demonstration, and physical assistance, the student can bounce an 8-inch playground ball on the rebound at least once without resistance (either hand or both hands).
2. To bounce a ball without assistance.	Given a verbal request and a demonstration, a student who can bounce a ball with assistance can drop an 8-inch playground ball and bounce it at least twice when it rebounds, 2 out of 3 times, in this manner: a. Bounce ball with either hand or both hands b. Keep eyes on ball while bouncing
3. To bounce a ball continuously with a mature pattern. 	Given a verbal request and a demonstration, a student who can bounce a ball without assistance can bounce an 8-inch playground ball 5 consecutive times in this manner: a. Contact ball at hip height b. Push ball with fingers of either hand c. Flex wrist and extend elbow to impart force to the ball d. Ball contacts floor in front of (or slightly outside of) the foot on the side of the bouncing arm e. Smooth (not mechanical or jerky) integration of four previous points.
4. To bounce a ball continuously while moving.	Given a verbal request and a demonstration, the student will bounce an 8-inch playground ball 5 consecutive times with a mature pattern, while moving at least at a walking speed in a straight line, in this manner: a. Push ball at an angle to the floor so it rebounds to a point at waist height 6-18 inches in front of the hip on the dribbling arm side b. Switch eye contact from ball to direction of travel and back again.

CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL CONTINUOUS BOUNCE

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
5. To bounce a ball continuously while moving around obstacles. 	Given a verbal request and a demonstration, a student who can continuously bounce a ball with a mature pattern while moving can continuously bounce an 8-inch playground ball while moving around two obstacles placed as illustrated, without losing control of ball more than once.

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL CATCH

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To catch with assistance.	Given a verbal request, a demonstration, and physical assistance, the student can catch or trap, with hands or arms and chest, an 8 to 12 inch ball lofted directly into his arms from a distance of 3 to 5 feet. The student can maintain control of the ball 2 out of 3 times without resistance.
2. To catch without assistance. b.	Given a verbal request, a demonstration, and the ability to catch with assistance, the student can catch (grasp or trap with hands or arms and chest) an 8 to 12 inch ball lofted softly to the middle of the chest from a 6 foot distance. The student can do this 2 out of 3 times in this manner: a. Eyes focused on ball, adjusting the arm position to receive the ball on cue from watching the ball's path b. Trap or catch ball with hands or arms and chest.
3. To demonstrate a mature catch. a. b. c., d.	Given a verbal request, a demonstration, and ability to catch without assistance, the student can catch a 6 inch playground ball tossed to chest height from a 15 foot distance 2 out of 3 times in this manner: a. Hands in front of the body, elbows flexed near sides in preparatory position b. Extension of the arms in preparation for ball contact c. Contact the ball with hands only (fingers spread and slightly flexed with palms facing) d. Elbows bend as arms absorb the force of the ball e. Smooth (*not* mechanical or jerky) integration of four previous points.
4. To move into position and catch.	Given a verbal request, a mature catching pattern, and a demonstration, the student can catch 2 out of 3 times a 4 to 6 inch ball projected at least 10 feet high from a distance of at least 20 feet to a point within 5 feet of the student. Student moves into position to receive the ball on cue from watching the ball's path.

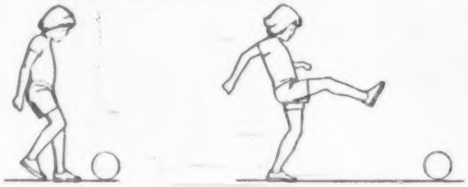
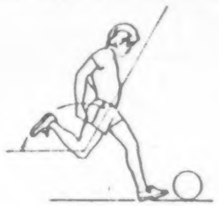
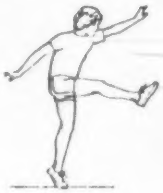
APPENDIX A-10

UNMODIFIED PERFORMANCE OBJECTIVES ON WHICH STUDENT DATA IS REPORTED FOR SITES 1 AND 3

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL KICK

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To kick with assistance.	Given a verbal request, a demonstration, and physical assistance, the student can kick a stationary 8-12 inch playground ball at least 10 feet without resistance, 2 out of 3 times, in this manner: Pendular leg motion (either foot) propels the ball.
2. To kick without assistance. 	Given a verbal request and a demonstration, a student with the ability to kick with assistance can kick a stationary 8-12 inch playground ball at least 15 feet without assistance, 2 out of 3 times, in this manner: a. Pendular leg motion (either foot) propels the ball b. Eyes focused on the ball.
3. To kick with a mature pattern.  a, b  d, e	Given a verbal request and a demonstration, a student with the ability to kick without assistance can kick an 8-12 inch playground ball at least 30 feet, 2 out of 3 times, in this manner: a. Step forward on the nonkicking leg with foot landing next to the ball b. Hip extension and knee flexion (at least 120°) during preliminary kicking motion c. Contact center of ball with toes or instep d. Forward swing of arm opposite the kicking leg e. Follow through of kicking foot in an upward motion f. Smooth (not mechanical or jerky) integration of focal points above
4. To demonstrate a mature kick for distance.	Given a verbal request and a demonstration, a student with sufficient leg strength can approach and kick an 8-12 inch playground ball with a mature pattern for a distance of at least 30 yards (ball may travel in the air or on the ground).

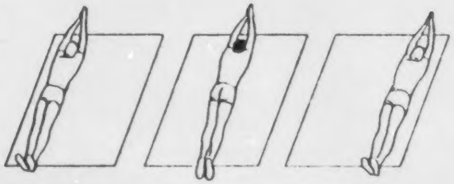
I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL KICK

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
5. To demonstrate a mature kick for accuracy.	Given a verbal request and a demonstration, the student can kick an 8-12 inch playground ball with a mature pattern so that it hits a 24 feet wide by 8 feet high target from a 36-foot distance 3 out of 5 times.

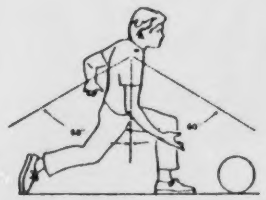
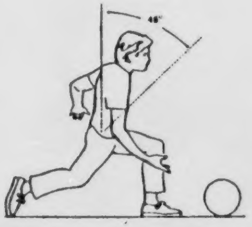
PERFORMANCE OBJECTIVE:
TO PERFORM A FUNCTIONAL LOG ROLL

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
To perform a log roll with assistance.	Given a verbal request, a demonstration, and physical assistance the student can perform a log roll 2 out of 3 times in a manner characterized by: a. Body in prone position with arms extended over head and legs together b. Movement from prone to supine to prone position while body remains extended.
To perform a log roll without assistance.	Given a verbal request and a demonstration, the student can imitate, model, or mirror the action of a log roll 2 out of 3 times in a manner characterized by: a. Body in prone position with arms extended over head and legs together b. Movement from prone to supine to prone position while body remains extended.
To perform a mature log roll. 	Given a verbal request and a demonstration the student can perform a log roll for a distance of 10 feet, 2 out of 3 times, in a manner characterized by: a. Body in prone position with arms extended over head and legs together b. Movement from prone to supine to prone position while body remains extended c. Body rolls along a straight path (belt line stays within a 1-1/2-foot wide centerline on the rolling surface).

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL UNDERHAND RO

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To demonstrate an underhand roll with assistance.	Given a verbal request, a demonstration, and physical assistance, a student with the ability to grasp can project (on the floor) a 3-4 inch ball for a distance of at least 10 feet, 2 out of 3 times without resistance, in this manner: a. Arm swing in direction of the roll b. Release of the ball in the anticipated direction.
2. To demonstrate an underhand roll without assistance.	Given a verbal request and a demonstration, a student with the ability to roll with assistance can roll a 3-4 inch ball to a 20-inch wide target placed 15 feet away 2 out of 3 times, in this manner: a. Eyes focused on the target throughout the arm action b. Arm swing in direction of the target prior to release of the ball (arm swing approximates the mature pattern).
3. To demonstrate a mature underhand roll.  a, b, c  d, e	Given a verbal request and a demonstration, a student with the ability to underhand roll without assistance, can roll a 3-4 inch ball for a distance of at least 30 feet, 2 out of 3 times, in this manner: a. Facing direction of the roll with shoulders "squared" to that direction b. Full pendular arm motion ±60° (including backswing, arm motion to release, and follow through) c. Palm of the rolling hand facing the direction of the roll at release d. Release close to the floor (a bend at the knees and hips with the trunk held between vertical and 45°) e. Stride forward with the foot opposite the rolling arm f. Smooth (not mechanical or jerky) integration of five points listed above.

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL UNDERHAND ROLL

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
4. To demonstrate an underhand roll with accuracy.	Given a verbal request and a demonstration, a student can roll a 3-4 inch ball with a mature pattern and hit a 3-foot target at a distance of 50 feet, 2 out of 3 times.

I CAN

PERFORMANCE OBJECTIVE:
TO DEMONSTRATE BODY ACTIONS

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To demonstrate body actions with assistance.	Given a verbal request, a demonstration, and physical assistance (instructor manipulation of the body and at least one of the body parts indicated), the student can execute without resistance each of the following actions: a. Bend, straighten (total body, elbow, knee) b. Swing (arm, leg), sway (total body) c. Twist (arm, leg), turn (total body)
2. To demonstrate body actions with visual cue.	Given a verbal request and a demonstration, the student can imitate, model or mirror each of the following body actions with the total body and at least one of the body parts indicated: a. Bend, straighten (total body, elbow, knee) b. Swing (arm, leg), sway (total body) c. Twist (arm, leg), turn (total body)
3. To demonstrate body actions with verbal cue.	Given a verbal request like "Show me how you can bend your elbow," the student can execute each of the following body actions with the total body and at least one of the body parts indicated such that the teacher can distinguish the requested movement: a. Bend, straighten (total body, elbow, knee) b. Swing (arm, leg), sway (total body) c. Twist (arm, leg), turn (total body)

APPENDIX A-11

FOUR ADAPTED PERFORMANCE OBJECTIVES
(RUN, CATCH, ABDOMINAL STRENGTH, BODY PARTS)
WITH CLASS PERFORMANCE SCORE SHEETS

I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A RUDIMENTARY RUN

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To walk at a moderately fast pace.	Given a verbal request and/or a demonstration, partial or total assistance, and the ability to walk fifty yards unassisted, the student will walk fast in accordance with the following sequential performance standards: a. Twelve steps within eight seconds b. Twenty steps within eight seconds c. Twenty steps within eight seconds, two consecutive walks d. c, two consecutive lessons.
2. To walk at a fast pace.	Given a verbal request and/or a demonstration, partial or total assistance, and the ability to walk at Level 1d unassisted, the student will walk in accordance with the following sequential performance standards: a. Fifteen steps within five seconds b. Fifteen steps within five seconds, two consecutive runs c. b, two consecutive lessons.
3. To run.	Given a verbal request and/or a demonstration, partial or total assistance, and the ability to walk at Level 2b unassisted, the student will run in accordance with the following performance standards: a. Some periods of nonsupport (instances where both feet are off the ground. b. Fifteen steps within five seconds c. a and b, two consecutive runs d. a and b, two consecutive lessons.

PERFORMANCE OBJECTIVE: To demonstrate a rudimentary run

SCORING

Assessment:
X = achieved
O = not achieved
Reassessment:
⊗ = achieved
Ø = not achieved
Last focal point in each skill level:
/ = achieved, 1 lesson
X = achieved, 2 lessons

A - Assisted
PA - Partially Assisted
UA - Unassisted

GIVEN: ability to walk fifty yards unassisted
a. Twelve steps within eight seconds
b. Twenty steps within eight seconds
c. Twenty steps within eight seconds, two consecutive walks
d. c, two consecutive lessons
GIVEN: Level 1d unassisted
a. Fifteen steps within five seconds
b. Fifteen steps within five seconds, two consecutive runs
c. b, two consecutive times
GIVEN: Level 2b unassisted
a. Some periods of nonsupport
b. Fifteen steps within five seconds
c. a and b, two consecutive runs
d. a and b, two consecutive lessons

				1					2				3			
NAME/DATE			a.	b.	c.	d.		a.	b.	c.		a.	b.	c.	d.	COMMENTS
	A															
	PA															
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I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE AN ENABLING LEVEL OF CATCHING ABILITY

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To trap a rolled ball.	Given a verbal request and/or a demonstration, partial or total assistance, the ability to attend to (follow with the eyes) a rolling ball, and the ability to sit on the floor unassisted, the student will trap an eight to twelve-inch ball rolled directly to the student in accordance with the following sequential performance standards: a. Contact the ball with the hands and/or arms b. Maintain control of the ball c. a and b, three repetitions d. a and b, six repetitions e. a and b, six repetitions, on two consecutive lessons.
2. To trap an indirectly rolled ball.	Given a verbal request and/or a demonstration, partial or total assistance, the ability to perform at Level 1d (above) without assistance, and the ability to sit on the floor unassisted, the student will trap an eight to twelve-inch balled rolled to within arm's length of either the right or left side of the student in accordance with the following sequential performance standards: a. Contact the ball with the hands and/or arms b. Maintain control of the ball c. a and b, three repetitions d. a and b, six repetitions e. a and b, six repetitions, on two consecutive lessons.
3. To trap a lofted ball.	Given a verbal request and/or a demonstration, partial or total assistance, the ability to perform at Level 2d (above) without assistance, and the ability to stand unassisted, the student will trap an eight to twelve-inch ball lofted directly to the student's arms from a distance of five feet in accordance with the following sequential performance standards: a. Prepare to receive the ball by raising the hands and arms b. Contact the ball with the hands and/or arms c. Maintain control of the ball d. a, b, and c, three repetitions e. a, b, and c, six repetitions f. a, b, and c, six repetitions, on two consecutive lessons.

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE AN ENABLING LEVEL OF CATCHING ABILITY
(CONTINUED)

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
4. To trap or catch a bounced ball.	Given a verbal request and/or a demonstration, partial or total assistance, the ability to perform at Level 2e (see previous page) without assistance, and the ability to stand unassisted, the student will trap or catch an eight to twelve-inch ball bounced or dropped on the floor to a height between the student's waist and shoulders and no more than eighteen inches in front of the student's body, in accordance with the following sequential performance standards: a. Prepare to receive the ball by raising the hands and arms b. Contact the ball with the hands and/or arms c. Maintain control of the ball d. a, b, and c, three repetitions e. a, b, and c, from a distance of three feet, three repetitions f. a, b, and c, from a distance of five feet, three repetitions g. f, two consecutive lessons.

PERFORMANCE OBJECTIVE: To demonstrate an enabling level of catching ability

SCORING

Assessment:
X = achieved
0 = not achieved
Reassessment:
⊠ = achieved
∅ = not achieved
Last focal point in each skill level:
/ = achieved, 1 lesson
X = achieved, 2 lessons

A - Assisted
PA - Partially Assisted
UA - Unassisted

GIVEN: ability to attend to ball, ability to sit on floor unassisted, directly rolled ball
- a. Contact ball with hands and/or arms
  - b. Control ball
    - c. a and b, three repetitions
      - d. a and b, six repetitions
        - e. a and b, six repetitions, two consecutive lessons

GIVEN: Level 1d without assistance, ball rolled within arm's length
- a. Contact ball with hands and/or arms
  - b. Control ball
    - c. a and b, three repetitions
      - d. a and b, six repetitions
        - e. a and b, six repetitions, two consecutive lessons

				1						2				
NAME/DATE			a.	b.	c.	d.	e.		a.	b.	c.	d.	e.	COMMENTS
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PERFORMANCE OBJECTIVE: To demonstrate an enabling level of catching ability (continued)

SCORING

Assessment:
X = achieved
0 = not achieved
Reassessment:
X̸ = achieved
Ø = not achieved
Last focal point in each skill level:
/ = achieved, 1 lesson
X = achieved, 2 lessons

A - Assisted
PA - Partially Assisted
UA - Unassisted

GIVEN: Level 2d without assistance, ability to stand unassisted, ball lofted from five feet
- a. Raise hands and arms
- b. Contact ball with hands and/or arms
- c. Control ball
- d. a, b, and c, three repetitions
- e. a, b, and c, six repetitions
- f. a, b, and c, six repetitions, two consecutive lessons

GIVEN: Level 2e without assistance, ball dropped or bounced no more than eighteen inches away
- a. Raise hands and arms
- b. Contact ball with hands and/or arms
- c. Control ball
- d. a, b, and c, three repetitions
- e. a, b, and c, from three feet, three repetitions
- f. a, b, and c, from five feet, three repetitions
- g. f, two consecutive lessons

NAME/DATE			a.	b.	3 c.	d.	e.	f.		a.	b.	4 c.	d.	e.	f.		COMMENTS
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I CAN

PERFORMANCE OBJECTIVE:

TO IDENTIFY KEY BODY PARTS

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To identify small body parts.*	Given a verbal request, a demonstration, partial assistance, or total assistance, and the ability to attend to a person for two seconds, the student can point to or move each of the following small body parts: a. Nose, eyes, chin, ears b. a, two consecutive lessons c. Seat, stomach, chest, shoulders d. c, two consecutive lessons e. Elbow, wrist, hand, fingers f. e, two consecutive lessons g. Knees, ankles, feet, toes h. g, two consecutive lessons.
2. To identify large body parts.*	Given a verbal request, a demonstration, partial assistance, or total assistance, and the ability to attend to a person for two seconds, the student can point to or move each of the following large body parts: a. Head b. a, two consecutive lessons c. Trunk (body) d. c, two consecutive lessons e. Arms f. e, two consecutive lessons g. Legs h. g, two consecutive lessons.

*Not sequential - instruction may begin with either level.

PERFORMANCE OBJECTIVE: To Identify Key Body Parts

SCORING:
Assessment:
X = achieved
0 = not achieved
Reassessment:
⊗ = achieved
Ø = not achieved

A = Assistance
PA = Partial Assistance
D = Demonstration
V = Verbal Request

NAME/DATE		GIVEN: ability to attend to a person for two seconds								GIVEN: ability to attend to a person for two seconds								
		a Nose, eyes, chin, ears	b a, two consecutive lessons	c Seat, stomach, chest, shoulders	d c, two consecutive lessons	e Elbow, wrist, hand, fingers	f e, two consecutive lessons	g Knees, ankles, feet, toes	h g, two consecutive lessons	a Head	b a, two consecutive lessons	c Trunk (body)	d c, two consecutive lessons	e Arms	f e, two consecutive lessons	g Legs	h g, two consecutive lessons	COMMENTS
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	PA																	
	D																	
	V																	
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I CAN

PERFORMANCE OBJECTIVE:

TO DEMONSTRATE AN ENABLING LEVEL OF ABDOMINAL STRENGTH

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To raise the head off the floor.	Given a verbal request and/or a demonstration, partial or total assistance, and the ability to sustain a reclined position, the student will raise the head in accordance with the following sequential performance standards: a. "Curl" head up until chin touches chest b. Return head to mat in a controlled movement c. a and b, three repetitions d. a and b, six repetitions e. a and b, ten repetitions f. a and b, ten repetitions, on two consecutive lessons.
2. To raise the head and shoulders off the floor.	Given a verbal request and/or a demonstration, partial or total assistance, the ability to perform Level 1d (above) without assistance, and the ability to assume a bent-leg reclined position, the student will raise the head and shoulders in accordance with the following sequential performance standards: a. Raise head and shoulder blades off floor while extending arms until hands touch knees b. Return shoulders and head to mat in a controlled movement c. a and b, three repetitions d. a and b, six repetitions e. a and b, ten repetitions f. a and b, ten repetitions, on two consecutive lessons.
3. To perform modified sit-ups.	Given a verbal request and/or a demonstration, partial or total assistance, and the ability to perform at Level 2e (above) without assistance, the student will do a modified sit-up in accordance with the following seqential performance standards: a. Assume a bent-leg reclining position with feet flat on floor and hands next to shoulders with elbows next to sides b. Raise trunk to a sitting position while extending arms and touching ankles c. Return to the "down" position in a controlled movement d. a, b and c, three repetitions e. a, b and c, six repetitions f. a, b and c, ten repetitions g. a, b and c, ten repetitions, on two consecutive lessons.

PERFORMANCE OBJECTIVE: To demonstrate an enabling level of abdominal strength

SCORING

Assessment:
X = achieved
0 = not achieved
Reassessment:
⊠ = achieved
Ø = not achieved
Last focal point in
each skill level:
/ = achieved, 1 lesson
X = achieved, 2 lessons

A - Assisted
PA - Partially Assisted
UA - Unassisted

GIVEN: ability to sustain a reclined position
- a. Curl head up, chin to chest
- b. Controlled return
- c. a and b, three repetitions
- d. a and b, six repetitions
- e. a and b, ten repetitions
- f. a and b, ten repetitions, two consecutive lessons

GIVEN: Level 1d without assistance, bent leg reclined position
- a. Raise head and shoulders
- b. Controlled return
- c. a and b, three repetitions
- d. a and b, six repetitions
- e. a and b, ten repetitions
- f. a and b, ten repetitions, two consecutive lessons

					1							2				
NAME/DATE			a.	b.	c.	d.	e.	f.		a.	b.	c.	d.	e.	f.	COMMENTS
	A															
	PA															
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PERFORMANCE OBJECTIVE: To demonstrate an enabling level of abdominal strength (continued)

SCORING

Assessment:
X = achieved
0 = not achieved
Reassessment:
X̸ = achieved
Ø = not achieved
Last focal point in each skill level:
/ = achieved, 1 lesson
X = achieved, 2 lessons

A - Assisted
PA - Partially Assisted
UA - Unassisted

GIVEN: Level 2e without assistance
a. Bent leg reclining position
b. Raise trunk
c. Controlled return
d. a, b, and c, three repetitions
e. a, b, and c, six repetitions
f. a, b, and c, ten repetitions
g. a, b, and c, ten repetitions, two consecutive lessons

NAME/DATE			a.	b.	3 c.	d.	e.	f.	g.	COMMENTS
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APPENDIX B-1 I CAN ONE, TWO, THREE 16 MM FILM SCRIPT

COMPONENT 1 OBJECTIVE-BASED SYSTEM: WHAT IS I CAN?

COMPONENT 2 ASSESSMENT: WHY IS IT IMPORTANT?

COMPONENT 3 IMPLEMENTING I CAN: PUTTING IT ALL TOGETHER

Prototype Available at

Field Service Unit - Michigan State University

COMPONENT 1 OBJECTIVE-BASED SYSTEM: WHAT IS I CAN?

VIDEO	AUDIO
Montage of happy and active kids studying, running, playing, etc., at school, some are handicapped, some are not	(Music)
ECU two kids on playground playing - one handicapped, one not	KIDS ARE MORE ALIKE THAN THEY ARE DIFFERENT.
	SOUNDS REVOLUTIONARY, DOESN'T IT?
LS Dissolve empty playground Dramatic low angle and Jungle Jim looming above Mats, balls,apparatus, basketball nets, etc.	EDUCATORS HAVE SPENT SEVERAL DECADES TALKING ABOUT INDIVIDUAL DIFFERENCES AND HOW SPECIAL KIDS MAY NEED SPECIAL TEACHING.
Zoom in to desk	
As teacher enters and sits down behind desk stacked with materials	WE'RE NOT HERE TO ARGUE WITH ALL THAT -- SPECIAL KIDS MAY NEED SPECIAL TEACHING, BUT THE COMMON GOALS OF EDUCATION APPLY TO ALL STUDENTS. THE PATHS TO THESE
Teaching kids	GOALS CAN AND MUST BE DESIGNED TO MEET THE UNIQUE NEEDS OF EACH AND EVERY CHILD.
Teaching kids	INDIVIDUALIZED INSTRUCTION, INCLUDING PHYSICAL EDUCATION, MUST BE PROVIDED
Teaching kids	FOR ALL SPECIAL KIDS.
Teacher reaches under stack and pulls out "I CAN" program	WE'RE GOING TO TELL YOU ABOUT HOW YOU CAN TEACH PHYSICAL EDUCATION IN A SYSTEMATIC YET PERSONALIZED WAY --

VIDEO	AUDIO
Over shoulder	WE'RE GOING TO TELL YOU ABOUT THE I CAN SYSTEM--HOW YOU CAN IMPROVE YOUR TEACHING SKILLS IN ORDER TO EXTEND YOUR SUCCESS WITH ALL CHILDREN -- HANDICAPPED AND
Laying pages out to side (front view)	NONHANDICAPPED -- WHILE YOU MAKE SUCCESS POSSIBLE FOR EACH AND EVERY ONE.
Two children playing game	THE SYSTEM WAS CREATED BY DR. JANET WESSEL AND HER STAFF AT MICHIGAN STATE UNIVERSITY. IT HAS BEEN VALIDATED BY MANY FIELD TESTS WITH TEACHERS JUST LIKE YOU.
Dissolve to Sample Lesson Plan CU And zoom in on children in gym--handicapped and nonhandicapped	THE I CAN SYSTEM DOESN'T REQUIRE YOUR LEARNING NEW SKILLS, IT SIMPLY REQUIRES THAT YOU LOOK AT WHAT YOU ALREADY KNOW IN A DIFFERENT MANNER.
Teacher observing game and making data sheet -- then teacher trainer enters and they sit at desk w/forms	YOU'RE GOING TO HEAR ALL ABOUT THE I CAN SYSTEM -- AND SEE ALL THE PARTS OF IT IN ACTION. THEN, YOU'LL HAVE "HANDS ON" OPPORTUNITY TO LEARN IT -- TO USE IT YOURSELF WITH YOUR OWN KIDS.

VIDEO	AUDIO
Teacher and teacher trainer -- planning together for the class, and looking at teacher self-monitor form for discussion	AND WE PLAN TO MAKE THIS LEARNING EX CE EASY FOR YOU BY USING CONSISTENT, CO LANGUAGE THROUGHOUT. BEFORE YOU KNO THE WHOLE SYSTEM WILL BECOME SECOND NATURE TO YOU.
Trainer at blackboard	YOU'LL BE LEARNING HOW TO PLAN AND O E TO PUT WHAT YOU ALREADY KNOW TOGETHE THAT YOU CAN INDIVIDUALIZE PHYSICAL EDUCATION. (NEW MUSIC)
Live graphic (as if page of book but colorful) "Plan, Assess, Prescribe, Teach, Evaluate" (see Addended B, C, D attached)	THE I CAN SYSTEM MEANS THAT YOU PLAN SS, PRESCRIBE, TEACH, AND EVALUATE. SOUNDS LIKE A LOT? WELL, YOU ALREAD ALL OF THESE THINGS.
Fade to teacher in teaching setting w/page of I CAN from above	MAKING THEM SYSTEMATIC WILL ONLY MAK MORE EFFECTIVE FOR YOUR STUDENTS AND EFFICIENT FOR YOU.
I CAN materials, static shot then super circle graphic of performance objectives and chart and pop on Planning Assessing Prescribing Teaching Evaluating	FIRST OF ALL, THE I CAN SYSTEM IS OP E- BASED. THIS MEANS THAT THE PROGRAM CONSIST PERFORMANCE OBJECTIVES-- AND THESE P ANCE

VIDEO	AUDIO
	OBJECTIVES ARE THE TOOLS FOR ALL FIVE COMPONENTS: PLANNING, ASSESSING, PRESCRIBING, TEACHING AND EVALUATING.
Dissolve to long dissolve to students at community recreational park	THERE ARE SOME BASIC PREMISES HERE -- AND, AGAIN, THE PRIMARY ONE IS THAT THE GOALS OF PHYSICAL EDUCATION APPLY TO ALL STUDENTS.
At park, handicapped and nonhandicapped doing activities together and separately	THESE GOALS, TO PUT IT SIMPLY, SHOULD BE TO HELP ALL STUDENTS FUNCTION AS INDEPENDENTLY AS POSSIBLE AT HOME, AT PLAY, AND AT WORK WITHIN THE COMMUNITY, REGARDLESS OF ANY HANDICAP.
	(Music)
1) croquet (h & nh) 2) baseball game (catcher in braces) 3) kids in pool on flutterboards 4) Horseshoes (from wheelchairs) 5) Special Olympics race (stock footage)	WE ALL AGREE THAT EVERY STUDENT NEEDS TO LEARN BASIC SKILLS TO FUNCTION EFFECTIVELY IN PLAY, LEISURE, OR RECREATIONAL ACTIVITIES AND TO MAINTAIN ADEQUATE LEVELS OF HEALTH AND FITNESS. THE CHALLENGE IS FOR US TO FIND A WAY TO TEACH THE SPECIAL STUDENT THE SKILLS TO FUNCTION IN THE MAINSTREAM OF SOCIETY, DURING THE SCHOOL YEARS AND THROUGHOUT ADULT LIFE.
Running Baseball	ALL CHILDREN LEARN THESE SKILLS IN JUST ABOUT THE SAME SEQUENCE.

VIDEO	AUDIO
Swimming	SO IT MAKES SENSE TO STRUCTURE A PHYSICAL EDUCATION PROGRAM AROUND THESE SEQUENCES OF BASIC SKILLS -- SKILLS THAT ARE THE BUILDING BLOCKS FOR MORE COMPLEX ACTIVITIES.
throwing darts	I CAN PROVIDES THE STRUCTURE FOR TEACHING THESE BASIC SKILLS TO ALL STUDENTS. I CAN HELPS YOU DEVELOP A FUNCTIONAL AND NATURAL CURRICULUM FOR ALL STUDENTS -- HANDICAPPED OR NONHANDICAPPED.
baseball	IT ALSO HELPS YOU, THE TEACHER, FIND THE METHOD TO TEACH IN A SYSTEMATIC BUT PERSONALIZED MANNER. YOU'LL LEARN:
Block one: "I CAN...Plan"	1. WHAT TO TEACH A STUDENT -- AND WHEN TO TEACH IT;
Block two: "I CAN...Assess"	2. WHERE EACH STUDENT IS -- AND WHERE HE OR SHE IS GOING;
Block three: "I CAN... Prescribe and Teach"	3. THE MOST APPROPRIATE STRATEGIES AND ACTIVITIES FOR TEACHING EACH STUDENT;
Block four: "I CAN... Evaluate"	4. HOW TO KNOW WHETHER YOUR TEACHING IS EFFECTIVE; AND
Block five: "I CAN...Adapt"	5. WHEN AND HOW TO CHANGE INSTRUCTION

VIDEO	AUDIO
Dissolve to teacher in parent conference	IN ADDITION, THE I CAN SYSTEM PROVIDES YOU WITH A BUILT-IN WAY TO COMMUNICATE WITH PARENTS, OTHER TEACHERS, ADMINISTRATORS, AND RELATED SUPPORT PERSONNEL ABOUT EACH STUDENT'S PROGRESS.
Teacher in class w/cutaway of data sheets class performance score sheet individual record of progress	THE OBJECTIVES MAKE MEASURING YOUR STUDENTS' PERFORMANCE AND EVALUATING STUDENT ACHIEVEMENT A PART OF TEACHING THAT IS EASY TO REPORT TO OTHERS.
Teacher at student's home w/family	SUCH COMMUNICATION MAKES IT EASY TO PLAN REINFORCING ACTIVITIES TO BE CARRIED OUT AT HOME, OR IN OTHER COMMUNITY SETTINGS.
Teacher in administration office w/data sheets from program - at conference table w/two "administrators" Dissolve to gym, playground, montage of equipment	I CAN HELPS YOU AND YOUR ADMINISTRATORS TRULY INDIVIDUALIZE EDUCATION -- BY MAKING STUDENTS THE BASIS FOR DETERMINING PROGRAM NEEDS, SUCH AS PERSONNEL, EQUIPMENT, FACILITIES, SCHEDULING, AND MATERIALS.
	YOU DON'T HAVE TO ASK AS YOU GO -- AND MARK TIME WHILE YOU WAIT FOR DECISIONS AND DELIVERIES.
Montage of class of handicapped students participating in game (at Harris Hillman w/some severly handicapped in group)	I CAN IS FOR YOU -- FOR STUDENTS, FOR TEACHERS FOR PARENTS, AND FOR SCHOOLS.

VIDEO	AUDIO
Series of ECU shots of action and reaction faces, hands, elbows, game devices, etc.	
Smiling final shot	

COMPONENT 2 ASSESSMENT: WHY IS IT IMPORTANT?

VIDEO	AUDIO
1. All performing some skill-throwing - handicapped and nonhandicapped 2. Different kids performing different skills - (3)	YOU HEAR A LOT ABOUT INDIVIDUALIZED EDUCATION PROGRAMS THESE DAYS. AND MANY EDUCATORS FEEL THAT THERE JUST ISN'T ENOUGH TIME, MONEY, OR RESOURCES TO REALLY DO THE JOB.
	BUT, WITH THE I CAN SYSTEM, YOU CAN INDIVIDUALIZE YOUR TEACHING -- WITH YOUR STUDENTS.
ASSESSING IEP I CAN Performance Objective (Overhand Throw) Zoom in on performance of skill levels - instructional content.	ASSESSING WITH I CAN IS CRITERION-REFERENCED: THAT IS, IT MEASURES EACH STUDENT ON CLEARLY DEFINED PERFORMANCE OBJECTIVES THROUGHOUT INSTRUCTION -- NOT JUST WHEN THE STUDENT ENTERS YOUR PROGRAM.
Assessing	THAT'S WHY WE CALL IT ASSESSING -- NOT ASSESSMENT.
Graph - w/student stick figure at 2 points labeled: · ENTRY STATUS PERFORMANCE · PROGRESS TO SKILL LEVEL (Stepwise up skill levels or steps assist throw to mature throw)	IT GOES ON CONTINUALLY -- BEFORE, DURING AND AFTER INSTRUCTION -- AND TELLS YOU WHAT TO TEACH, WHEN TO TEACH EACH STUDENT, WHEN EACH STUDENT HAS REACHED CRITERION, AND WHAT DECISIONS TO MAKE FOR FUTURE INSTRUCTION.

VIDEO	AUDIO
Scene - Class Teacher and class in an Assessing Activity -- Teacher clipboard and watching mixed (handicapped and nonhandicapped) using peers and aides.	ASSESSING TELLS YOU WHERE EACH STUDENT IS IN A SEQUENCE OF PERFORMANCE OBJECTIVES. IT TELLS YOU WHAT YOUR STUDENT CAN DO NOW -- IN OTHER WORDS, WHAT THE ENTRY LEVEL OF PERFORMANCE IS.
	SO, THE OBJECTIVE CRITERIA YOU USE TO MEASURE WHERE A STUDENT IS ALSO DESCRIBES THE LEARNING TASKS FOR YOUR STUDENT.
Data sheets (CPSS) Animated turning of sheets.	YOU HAVE, IN THIS WAY, A DAY-BY-DAY MONITORING SYSTEM WHICH IS SIMPLE, USEFUL, AND SYSTEMATIC.
Teacher sitting at desk with CPSS completed and writing a lesson plan based on student data -- assessed needs.	THE PERFORMANCE RECORDS YOU KEEP ASSIST YOU IN SELECTING TEACHING STRATEGIES, DETERMINING STUDENT GROUPINGS, USING AIDES AND ASSISTANTS EFFECTIVELY, AND CHOOSING TEACHING MATERIALS AND EQUIPMENT.
Class scene Teacher working with student (SH) on focal point. Marking CPSS and moving to next focal point.	THIS IS TRUE FOR ALL STUDENTS -- REGARDLESS OF THE SEVERITY OF THEIR HANDICAP.
	THIS CONTINUING PROCESS OF ASSESSING CAN ALSO HELP YOU DECIDE ON A DAY-TO-DAY BASIS, WHEN TO ADAPT OR CHANGE EACH CHILD'S PROGRAM.

VIDEO	AUDIO
Back to Public Law 94-142	IT ALSO HELPS YOU MEET THE REQUIREMENTS FOR INDIVIDUALIZED EDUCATION PROGRAMS. THESE REQUIREMENTS ARE:
Highlight: Scene OBJECTIVE CRITERIA AND RECORDS FOR REPORTING Class of students throwing, teacher recording.	1. OBJECTIVE CRITERIA FOR DESCRIBING WHAT THE STUDENT CAN ACTUALLY DO WITH RESPECT TO DESIRED INSTRUCTIONAL OUTCOMES. AND
Scene Teacher with Individual Record of Progress on wall · another teacher	2. STUDENT DATA WHICH CAN BE READILY EVALUATED, CAN BE COMMUNICATED TO ALL PERSONS CONCERNED WITH EACH STUDENT'S WELFARE, AND CAN MAKE ON-THE-SPOT INSTRUCTIONAL DECISION—MAKING EASIER.
Scene Teacher with SH student doing a teaching sequence - prerequisite skills. Student can't perform skill level. So teacher changes to student on floor, legs apart, and teacher rolling the ball.	THE I CAN SYSTEM PROVIDES YOU WITH A STRUCTURE FOR TASK-ANALYZING EACH PERFORMANCE OBJECTIVE. TASK ANALYSIS INVOLVES BREAKING PERFORMANCE OBJECTIVES DOWN INTO MINUTE COMPONENTS -- STEPS SMALL ENOUGH FOR ANY HANDICAPPED LEARNER TO ENTER THE PROGRAM, ...PROGRESS TOWARD HIS SHORT-TERM INSTRUCTIONAL OBJECTIVES,...AND ACHIEVE THE ANNUAL GOALS SET OUT IN HIS PROGRAM.

VIDEO	AUDIO
	IT ALSO TEACHES YOU TO LOOK CAREFULLY AT YOUR STUDENT'S PERFORMANCE AT EACH STEP ALONG THE WAY -- TO ASSESS ACCORDING TO BEHAVIORALLY DETAILED FOCAL POINTS.
Teacher watching throw and marking "score sheet"	THE ASSESSING ACTIVITIES PROVIDED IN I CAN ARE EASILY ADAPTABLE TO THE TEACHERS' AND THE STUDENTS' NEEDS.
Teacher goes to one student in the group and takes him to gym corner for individual help	ASSESSING CAN BE DONE IN GROUP ACTIVITIES, OR IF THE STUDENT IS SEVERELY HANDICAPPED, OR HAS PARTICULAR DIFFICULTY WITH THE SKILL, THE TEACHER MAY FIND IT BEST TO ASSESS INDIVIDUALLY.
	LET'S LOOK AT SUCH A SPECIAL STUDENT --TOM--
Teacher w/baseline data records	TOM'S PERFORMANCE FLUCTUATES CONSIDERABLY FROM TRIAL TO TRIAL, DAY BY DAY.
Dissolve to CPSS form modified for Tom's data	THE TEACHER DECIDED TO MAKE MANY OBSERVATIONS TO DETERMINE TOM'S ENTERING SKILL LEVEL. THE TEACHER FOUND IT NECESSARY TO RECORD HIS BASELINE DATA OVER SEVERAL DAYS. THE DATA WAS SUMMARIZED AND TRANSFERRED TO AN I CAN CLASS PERFORMANCE SCORE SHEET.

VIDEO	AUDIO
Zoom to catch skill levels, then to student Tom -- face and hands up to chin w/ball	TOM HAS BEEN PROGRESSING THROUGH THE I CAN OBJECTIVE CATCH AND IS NOW LEARNING THE CATCH WITHOUT ASSISTANCE.
Dissolve to teacher "talking face"	BUT LET'S LET HIS TEACHER TELL YOU ABOUT TOM -- WHERE HE IS AND WHERE HE'S GOING.
	(Teacher) BEFORE WE HAD THE I CAN PROGRAM, I DIDN'T KNOW WHAT TO TEACH TOM -- MAINLY BECAUSE I DIDN'T KNOW WHERE HE WAS IN MOTOR SKILLS -- MUCH LESS WHERE HE SHOULD BE GOING.
Dissolve to teacher working with Tom on catching	PREVIOUSLY, I COULDN'T TIE TOGETHER WHAT HE WAS ABLE TO DO WITH WHAT TO TEACH, AND IN WHAT ORDER. I CAN GOT ME OFF DEAD CENTER AND SHOWED US THE WAY TO SUCCESS -- ME AS A TEACHER AND TOM AS A STUDENT.
She demonstrates grasping, holding, trapping - as if slow motion	I FOUND OUT, BY ASSESSING HIM ON THE CATCH THAT TOM NEEDED CAREFUL, STEP-BY-STEP INSTRUCTION ON GRASPING, HOLDING, AND TRAPPING A BALL BEFORE HE COULD POSSIBLY MASTER THE CATCH.

VIDEO	AUDIO
Back to Tom - who does it and turns and smiles at her	LOOK AT HIM NOW. (PAUSE) JUST WATCH HIM TRAP AND HOLD THE BALL -- AND DID YOU SEE THAT PROUD SMILE?
	RIGHT NOW, HE'S LEARNING TO PLAY GAMES WITH OTHER CHILDREN.
She puts her hand on "I CAN" package	A SYSTEM LIKE I CAN PUTS IT ALL TOGETHER IN THIS SCHOOL, WHICH I'LL BET IS A LOT LIKE YOURS. TOM AND I ARE THE WINNERS.
Teacher looking at her CPSS	(Narrator) I CAN WORKS FOR YOU BECAUSE IT WORKS WITH YOU -- BY SHOWING YOU HOW TO SET UP ASSESSING ACTIVITIES -- AND HOW TO USE STUDENT DATA TO INDIVIDUALIZE YOUR
Teacher in assessing activity	INSTRUCTION. FOLLOW THIS METHOD, AND YOU'LL SEE A VAST IMPROVEMENT IN YOUR STUDENTS.

COMPONENT 3 IMPLEMENTING I CAN: PUTTING IT ALL TOGETHER

VIDEO	AUDIO
	TO ANSWER YOUR QUESTION BEFORE YOU ASK IT, NO, ASSESSING -- AS IMPORTANT AS IT IS -- IS NOT THE END-ALL OR BE-ALL OF THE I CAN SYSTEM.
Montage of happy active kids - in gym running - in playground throwing - at school	THE TOTAL SYSTEM, ONCE AGAIN, CAN BE DEFINED AS INDIVIDUALIZED, PERSONALIZED INSTRUCTION. REMEMBER, THE SYSTEM INVOLVES PLANNING, ASSESSING, PRESCRIBING, TEACHING, AND EVALUATING. IT IS NECESSARY NOT ONLY TO ASSESS A STUDENT'S PERFORMANCE LEVEL AND DETERMINE WHAT TO TEACH, BUT ALSO DECIDE WHAT TO PRESCRIBE.
Tom's smiling face - zoom out to play	TAKE ANOTHER LOOK AT TOM. REMEMBER, WE FOUND OUT WHERE HE WAS BY ASSESSING HIS SKILLS -- AND THIS ENABLED US TO PRESCRIBE WHAT TO TEACH HIM.
Individual class session on the catch (Tom)	THE OBJECTIVES SELECTED FOR YOUR PROGRAM PLAN NOT ONLY SERVE AS ASSESSMENT TOOLS, BUT THEY ALSO ARE THE FRAMEWORK OF TEACHING.

VIDEO	AUDIO
	PRESCRIBING -- USING YOUR STUDENT ASSESSMENT INFORMATION TO PLAN INSTRUCTION -- MEANS TAILORING YOUR TEACHING TO MEET SPECIFIC INDIVIDUAL NEEDS.
Some handicapped, some not -- w/Tom in group -- all playing	I CAN HELPS HERE, TOO. THE MATERIALS INCLUDE INSTRUCTIONAL ACTIVITIES AND GAMES WHICH YOU CAN USE TO SELECT:
Super: 1. verbal or nonverbal cues	(1) VERBAL OR NONVERBAL TEACHING CUES MATCHED TO EACH STUDENT'S LEARNING STYLE
2. group or individual activities	(2) GROUP OR INDIVIDUAL ACTIVITIES
3. age/interest/ motivation selection	(3) GAMES THAT ARE APPROPRIATE FOR YOUR STUDENTS' AGE...INTEREST...MOTIVATION... AND SKILL LEVELS.
4. social skill interaction	(4) ACTIVITIES TO ENCOURAGE SOCIAL INTERACTION.
5. Action words (instructional activities)	(5) ACTION WORDS TO USE AS CUES AND PROMPTS IN TEACHING MOTOR SKILLS WHICH CAN ALSO REINFORCE CLASSROOM LEARNING.
Back to class w/no sound but narration and music	IT'S ALL WELL AND GOOD TO PRESCRIBE INSTRUCTI FOR EACH STUDENT, BUT THE I CAN SYSTEM TAKES IT ONE STEP FURTHER FOR YOU.

VIDEO	AUDIO
Zoom in on teacher and one student	IT HELPS YOU TEACH AND EVALUATE YOUR STUDENT'S PROGRESS ON AN OBJECTIVE DURING INSTRUCTION.
Focus on Tom -- teacher using physical cues and verbal cues	IN TOM'S CASE, FOR INSTANCE, THE TEACHER DID NOT USE VERBAL CUES ALONE IN HER INSTRUCTION -- THE TEACHER PAIRED THEM WITH PHYSICAL CUES, FADING THESE TO IMITATION.
Teacher patting Tom on back	THE TEACHER FOUND THAT PATS ON THE BACK AND SMILES PROVIDED IMMEDIATE REINFORCEMENT FOR TOM -- AND SHE USED THESE TO SHAPE HIS PERFORMANCE.
Tom's grinning face (CU) Tom running off	SHAPING, FADING, AND REINFORCING TECHNIQUES AND MULTISENSORY CUES -- ALL THESE STRATEGIES ARE BUILT INTO THE I CAN PROGRAM AND ARE ESPECIALLY IMPORTANT FOR SEVERELY HANDICAPPED STUDENTS.
Group playing as background: super: (all five)	SO ARE OTHER SKILL BUILDING TECHNIQUES SUCH AS PEER MODELING AND OPPORTUNITIES FOR SKILL GENERALIZATION.

VIDEO	AUDIO
	(Teacher) PUTTING IT ALL TOGETHER DAY BY DAY -- THAT'S WHAT EVALUATION IS ALL ABOUT.
CU on teacher outside	WE TAUGHT TOM SOME NEW SKILLS WHICH ENABLED HIM TO MEET A PARTICULAR PERFORMANCE OBJECTIVE. WHEN WE SAID "LOOK AT HIM NOW," WE WERE EVALUATING HIS PROGRESS. IT'S ALL THAT SIMPLE -- EVALUATION TAKES PLACE CONTINUALLY DURING INSTRUCTION. REASSESSMENT GOES ON ALL THE TIME.
Teacher record-keeping -- and face back to sheet of P.L. 94-142	(Narrator) THE EVALUATION OF STUDENT PROGRESS LETS YOU MAKE DAILY REVISIONS IN YOUR INSTRUCTIONAL PLANS, AS WELL AS REALISTIC PLANS FOR A MONTH OR EVEN A YEAR.
	AND, TECHNIQUES FOR RECORD-KEEPING AND REPORTING STUDENT PROGRESS ARE BUILT INTO THE I CAN PROGRAM.
Zoom in on an IEP profile for a student · annual goal · short-term instructional objectives · entry level of performance	LET'S SUM UP WHAT THE I CAN PROGRAM CAN MEAN TO YOU AS A TEACHER WHO IS FACED WITH WRITING INDIVIDUALIZED PHYSICAL EDUCATION PLANS:

VIDEO	AUDIO
	1. THE I CAN SYSTEM LETS YOU PLAN YOUR PROGRAM WITH DEFINITE YET SIMPLE GUIDELINES FOR DETERMINING WHAT TO TEACH AND HOW TO TAILOR YOUR INSTRUCT TO SPECIFIC STUDENT NEEDS.
	2. THE I CAN SYSTEM ENABLES YOU TO BECOM A PRESCRIPTIVE TEACHER -- TEACHING EACH STUDENT WHAT YOUR ASSESSMENT TEL YOU HE OR SHE NEEDS TO KNOW.
Graphic of questions and scenes	3. THE I CAN SYSTEM PROVIDES FOR CONTINU EVALUATION AND REPORTING -- ALLOWING TO MAKE DECISIONS DAY BY DAY BASED O STUDENTS' NEEDS ON SUCH ISSUES AS WH TO REPEAT LESSONS, WHEN TEACHING STRATEGIES NEED TO BE REVISED OR ADJU AND WHEN AND WHY INSTRUCTIONAL ACTIVI AND GAMES MAY NEED TO BE CHANGED.
Back to kids -- handicapped and nonhandicapped -- playing as before	
Zoom in on Tom sitting on floor learning to catch and play	YOU CAN PUT IT ALL TOGETHER TO MAKE IT W FOR ALL STUDENTS, REGARDLESS OF THE SEVE OF THE HANDICAP.
Fade to teacher's face	(Teacher) LET'S BEGIN. I CAN. CAN YOU?

APPENDIX B-2

TOPICAL TITLES OF OVERHEADS DEVELOPED FOR THE SIX TRAINING MODULES OF THE I CAN LEADERSHIP TRAINING MANUAL AND INSERVICE PROGRAM

Title of Overhead	Appears in Module(s):
Action Words Correlated to Classroom Learning	4
Action Words Highlight: Instructional Activity - Overhand Throw	4
Adapted Performance Objective	3
Assessing Activities - Overhand Throw	3
Basic Skill Objectives Consistent with Program Goals Needed by ALL Students	1
Class Performance Score Sheet - Complete Form	3
Class Performance Score Sheet - Overhand Throw - with Assessment	4
Class Performance Score Sheet - Overhand Throw - with Reassessment	1, 6
Class Performance Score Sheet - Simple Form	1, 3
Class Performance Score Sheet - Types and Uses	3
Continual Progress Objective-Based Instructional System	6
Continuous Progress Physical Education Process Applicable to ALL Students	1
Criterion-Referenced Assessment	3
Criterion-Referenced Measures	
Daily Lesson	4
Daily Lesson - Severely Handicapped	4
Decision Criterion for Determining Student Gain	6
Definition of Evaluation	6
Definition of Prescription	4
Definition of Program Planning	2
Definition of Teaching	5

Title of Overhead	Appears in Module(s):
Events in Planning and Monitoring the IEP	1
Example Monthly Program Plan - September - Severely Handicapped Students	2, 3
Example of Objectives Sequence and Distribution	2
Federal Legislative Mandates: Physical Education Defined	1
Federal Legislative Mandates P.L. 94-142: Free Appropriate Public Education	1
Federal Legislative Mandates: Special Education Defined	1
Game - Modified (Name Ball)	4
Game - Overhand Throw (Leader Class)	4
Game - Unmodified (Name Ball)	4
I CAN - A Systems Model in Physical Education Instruction for ALL Students, Handicapped or Nonhandicapped	1
I CAN Diagnostic-Prescriptive Teaching	1
I CAN Material Design Criteria	1
I CAN Objective-Based System - A Communication Tool	1
I CAN Objective-Based System - A Management Tool	1
I CAN Programs and Content Areas	1
I CAN Scope and Structure: Associated Skills	1
I CAN Scope and Structure: Primary Skills	1
I CAN Scope and Structure: Secondary Skills	1
I CAN Scope and Structure: Social Skills	1
I CAN Secondary Skill Areas and Performance Objectives in Sequential Order	2
I CAN Social Skill Areas with Performance Objectives	2
IEP Requirements and Objective-Based System	1
Individual Record of Progress	1, 3

Title of Overhead	Appears in Module(s):
Individualized Education Program Content Requirements	1, 3
Instructional Activity - Overhand Throw	1
Instructional Activities - Overhand Throw	4
Levels of Emphasis for Severely Handicapped	2
Major Highlights	1
Meeting the Needs of ALL Children and Youth	1
Modified Class Performance Score Sheet for Baseline Data with Assessment	4
Modified Class Performance Score Sheet for Baseline Data with Reassessment	6
Modified Class Performance Score Sheet, Task-Analyzed	3
Monthly Program Plan - September	2, 3
Motivational Strategies - Knowledge of Results	5
Motivational Strategies - Peer Modeling	5
Motivational Strategies - Reinforcement	5
Motivational Strategies - Repetition and Practice	5
Motivational Strategies - Self-Direction	5
Performance Objective: Following Directions	4
Performance Objectives for Each Goal Statement for Severely Handicapped Students	2
Performance Objective: Overhand Throw	2, 3
Physical Education Time Available, by Month, for a Primary Level Program	1, 2
Physical Education Time Available, by Month, for Severely Handicapped Students	2
Planning Options	6
Program Goals: Important Contributions of Physical Education to ALL Children and Youth	1

Title of Overhead	Appears in Module(s):
Program Objectives by Levels for Each Goal Statement	2
Program Objectives for Each Goal Statement	2
Sample Baseline Data Record	3, 6
Sample Program for Special Students	1, 2
Selecting Alternative Instructional Opportunities for Planning Physical Education Time Available	2
Steps in Assessing	3
Steps in Evaluating	6
Steps in Planning	2
Steps in Prescribing	4
Steps in Teaching	5
Teacher Behavior Model	1, 2, 3, 4, 5, 6
Time Estimates for Performance Objectives	2
Time Estimates for Performance Objectives for Severely Handicapped Students	2

Prototype Available at

Field Service Unit - Michigan State University